DOCUMENT RESUME

ED 038 960 JC 700 117

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TITLE	Academic and Facility Programs for Physical and Recreational Education at Napa College.
PUB DATE	Dec 69
NOTE	167p.
EDRS PRICE	EDRS Price MF-$0.75 HC-$8.45
DESCRIPTORS	Athletic Programs, *Junior Colleges, Physical Education, *Physical Education Facilities, *Program Descriptions, *Program Guides, Program Planning, School Community Programs, *Student Needs
IDENTIFIERS	California

ABSTRACT

This comprehensive, detailed planning guide was initiated to insure better preparation of Napa College (Napa, California) physical and recreational education majors transferring to 4-year institutions, and to better fulfill the college's community recreational responsibility. The guide examines the academic program to be developed, the facilities required, and the estimated funding needed, focusing initially on the development of a gymnasium complex by June 1973. (JO)

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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ED038960

ACADEMIC AND FACILITY PROGRAMS

for

PHYSICAL AND RECREATIONAL EDUCATION

at

NAPA COLLEGE

NAPA, CALIFORNIA

SUBMITTED ON 11 DECEMBER 1969

to

THE BOARD OF TRUSTEES

by

DENIS P. KUTCH AIA
ADMINISTRATIVE INTERN/
CONSULTANT FOR PLANNING

JC 700 117

UNIVERSITY OF CALIF.
LOS ANGELES

MAY 01 1970

CLEARINGHOUSE FOR
JUNIOR COLLEGE
INFORMATION

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ACKNOWLEDGMENTS:

This planning report reflects considerable thought and effort by many individuals of the Napa College Community. Their cooperation has made this a successful planning study as well as a unique research effort.

Specific appreciation is extended to the members of the Programming Committee and particularly the Decision-Making Group:

Mr. Robert Covey
Mr. Ronald English
Mr. Bev Estes
Mr. Robert Feuerbach
Mr. John Langenbach
Miss Georgiana Lyon
Dr. George Meldrum
Mr. Robert Steen
and
Mr. William Tubbs.

Although not a member of either of the above groups, Mrs. Virginia Murdoff was willing to be of assistance frequently. Further, appreciation is extended to the Board, Dr. George Clark, and Mr. Ronald English for their willingness to try this approach to planning, for their cooperation, and for their patience during its gestation.

Finally, a special note of thanks is extended to Mrs. Beatrice Greenwell and, especially, to Mrs. Juanita Gonsalves for many hours of painstaking effort to prepare the material for presentation.

1.0.0. INTRODUCTION

1.1.0. NAPA COLLEGE: A BACKGROUND

Napa College is meeting the physical and recreational education needs of the general student body at the most basic or minimal level. Programs for majors and minors in either of these fields are well below standard. The Napa Recreation Commission -- a joint-powers agreement between the City of Napa, the Unified School District, and the College -- presents a year-round recreation program for the entire community including the College. Although well handled, this program also operates at a very basic level. Neither the College nor the Commission can now provide programs to meet the most valid of the expressed or explicit community needs. In such a condition most of the implicit needs can not be identified much less met. The demand for better prepared transfer students -- particularly in the two majors -- continues to grow. The four-year institutions served by the College look for it to 1) take more responsibility in providing the first two years of physical and recreational education and 2) provide an ever higher and individually appropriate level of preparation. Finally, although all segments of the Napa Valley population continue to grow at a moderate rate, their needs for meaningful outlets and abilities in recreation appear to be growing at an ever increasing pace. The excellent climate and natural features of the area allow for the development of more leisure activities than are presently provided or for which individuals are prepared.

The College has not been unmindful of these problems. Both the College enrollment and tax base are small by comparison to proximate community colleges and districts. Greater caution must be exercised in the development of appropriate programs, the construction of facilities, and expenditure of limited resources. However, physical facilities for physical and active recreational education are both expensive and, yet, uniquely essential to such programs. The very lack of shower, locker, and storage facilities has been the prime deterrent to program expansion. The present program is conducted in basement areas "temporarily" converted storage areas, regular classrooms, junior and senior high schools, rented bowling alleys, and existing outdoor field areas. These field areas consist of a turfed area, two softball fields, a baseball diamond, a running track, and a football stadium (located ten miles from campus). The stadium serves two high schools in addition to the College. The program is limited then to activities or courses which do not require dressing and showering, specialized courts or, other facilities. The success of the existing limited program is a tribute to the ingenuity of the faculty and administration.

In response to all of these conditions the College twice in recent years has undertaken the preliminary planning of necessary facilities. In both cases the question existed as to whether these were "stop-gap" solutions or facilities to meet present and developing needs. Such a question is further complicated with the realization that there are very few other educational uses to which such facilities can be converted.

It was in this complex context that the present, in-depth academic and physical planning effort was undertaken. Section 1.2.0., following, describes the process used. Napa College President, Dr. George Clark, expressed the planning goal as that of determining the interlocked educational programs and related physical facilities best fitted to the present and future needs of the College and the Community. Innovations, educational or physical, were not to be ends in themselves. Innovations, as such, would arise naturally as the result of systematic analysis and creative design, educationally and physically.

1.2.0 THE PLANNING PROCESS

Educational programs and the related physical environment (or facilities) inextricably are interlocked. The environment is created and built to house a program, and thereafter it conditions the future development of that program. Educational participants, needs, and goals are identified reaching into the future as far as possible. An "initial" program is established and becomes the basis for facility development. However, since the determining conditions are forever in a state of dynamic flux, the educational "design" is never complete. Conditions change. The program is evaluated -- formally or informally -- and is adjusted appropriately. A revised educational "design" emerges to be implemented and eventually evaluated again. The process is continuous and dynamic; the horizon is rolling, always beyond reach. Each cycling of the design process becomes a discrete element of the continuous design whole. The horizon for a discrete element is within reach -- even if only temporarily.

Technology and finances do not as yet allow for the same degree of flexibility in a physical facility. The various forms of flexibility -- e.g., expansibility, versatility, and convertability -- are built-in to each facility in varying degrees. Both present provision costs and future implementation costs combine to govern or determine the degree limitations. Thus, this lack of comparability places considerable importance upon the decisions made in the initial facility design phase. One just does not "scrap" a building as easily as a coures or, even, a curriculum!

As a result two design processes have been initiated and are reported upon here. The educational design is complete. It is ready for implementation and testing in use. The facility or environmental design process has proceeded to the point where the College's instructions to the architect have been formulated. Hereafter these instructions are referred to as the facility program.

The method used for developing these programs is known as participative decision-making. Compared to the hieratical decision structure of most business corporations, a college is more like a modern hospital. First, it may be described as a confederation of professionals. Second, as such, rank or position have little if any place in decision-making. The member/participants function more or less as equals. Third, the decisions made by any one segment intimately affect the operations of the other segments. As professionals those effected deserve -- occasionally demand -- consideration or participation in the decision-making process.

Respecting this, 28 individuals were asked to function as a programming body. Their function was to provide and review information. This body then selected nine people from within to operate as the Decision-Making Group (D-M Group). This group was responsible for reviewing all information and formulating the many decisions that would be passed on to the Board of Trustees as recommendations for College action. An in-depth analysis and conclusions relative to the process will be forthcoming as a separate report to the Board. Table 1.2./1 lists the members of each group and their areas of representation. The role of the consultant for planning was to coordinate the effort. In this capacity questions were raised to stimulate creative thinking or to represent unrepresented views.

TABLE 1.2./1 -- Members of Programming Committee showing area of representation.

Members of the Decision-Making (D-M) Group are shown underlined.

GENERAL FACULTY:
William Doyle

PHYSICAL EDUCATION FACULTY:
Bev Estes
Robert Covey
John Langenbach
Georgiana Lyon
William Morris
Janis Sipherd
Robert Steen

COACHES OF ATHLETIC TEAMS:
Burl Autry
Larry Bailey
Robert Beattie
George Cammarota
Dave Evans
Paul Hansen
Joe Morgan

SPEECH AND DRAMA:
Dayton Coffey

DIVISION CHAIRMAN:
Bertil van Boer: Music

ADMINISTRATION:
George Clark
Ronald English
Paul Lathrop
George Meldrum
Sal Gomez, MDTA

STUDENT BODY:
William Tubbs
Ronald Marshall

COMMUNITY:
Robert Feuerbach for
Recreation Commission

ARCHITECT:
Donald Macky

CONSULTANTS:
Malcolm McAfee, for
Information Systems
Denis Kutch, for
Planning

A diagramatic representation of the process is shown in Figure 1.2./1. Certain forms and supplemental information are included in the appendix.

The context, depth, and manner in which these programs were derived should affect the College in a number of ways.

1. As the architect -- and his consultants -- develop the physical design, questions of clarification should be directed to the entire D-M Group and not to any single individual. Realizing the difficulty of this, the programs have been written in considerable depth in an effort to minimize such questions. The architect should be able to trace elements of the facility back to the philosophy and goals.

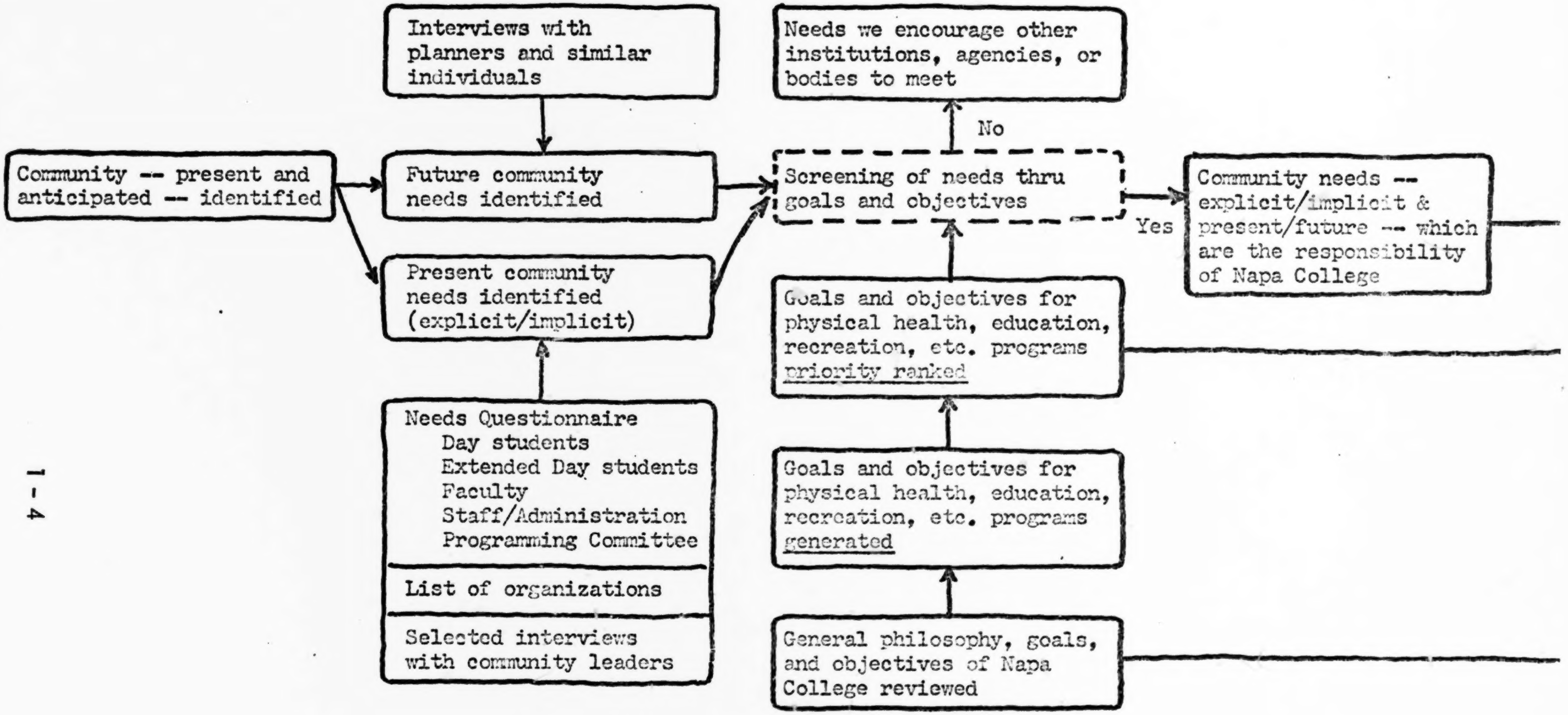
Community -- present and anticipated -- identified
Interviews with planners and similar individuals
Future community needs identified
Present community needs identified (explicit/implicit)
Needs Questionnaire
Day students
Extended Day students
Faculty
Staff/Administration
Programming Committee
List of organizations
Selected interviews with community leaders
Needs we encourage other institutions, agencies, or bodies to meet
No
Screening of needs thru goals and objectives
Yes
Community needs -- explicit/implicit & present/future -- which are the responsibility of Napa College
Goals and objectives for physical health, education, recreation, etc. programs priority ranked
Goals and objectives for physical health, education, recreation, etc. programs generated
General philosophy, goals, and objectives of Napa College reviewed

FIGURE 1.2./1 -- Original Programming Plan.

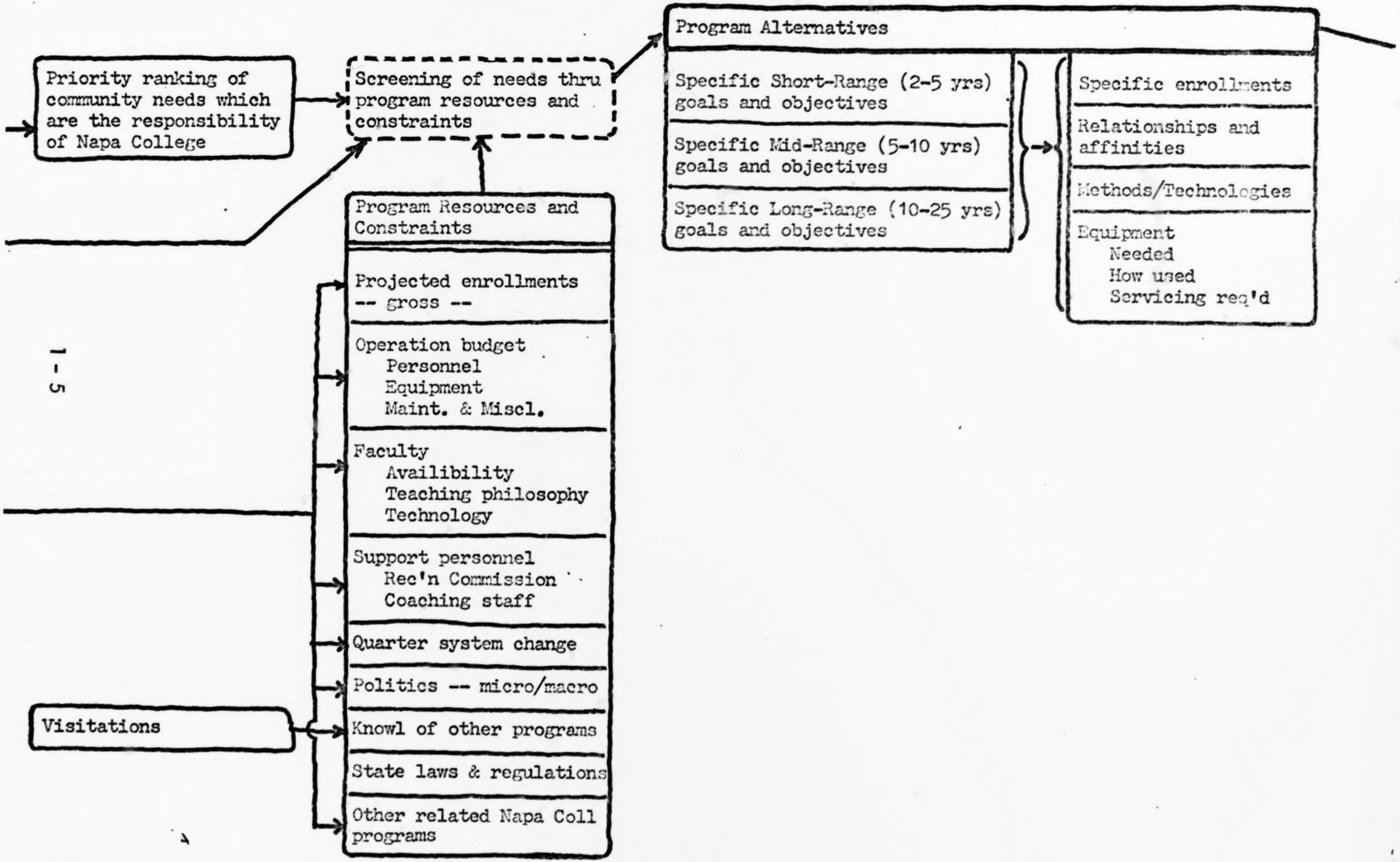
Priority ranking of community needs which are the responsibility of Napa College
Screening of needs thru program resources and constraints
Program Alternatives
Specific Short-Range (2-5 yrs) goals and objectives
Specific Mid-Range (5-10 yrs) goals and objectives
Specific Long-Range (10-25 yrs) goals and objectives
Specific enrollments
Relationships and affinities
Methods/Technologies
Equipment
Needed
How used
Servicing req'd
Program Resources and Constraints
Projected enrollments -- gross --
Operation budget
Personnel
Equipment
Maint. & Miscl.
Faculty
Availibility
Teaching philosophy
Technology
Support personnel
Rec'n Commission
Coaching staff
Quarter system change
Politics -- micro/macro
Knowl of other programs
State laws & regulations
Other related Napa Coll programs
Visitations

FIGURE 1.3 (1 — Original

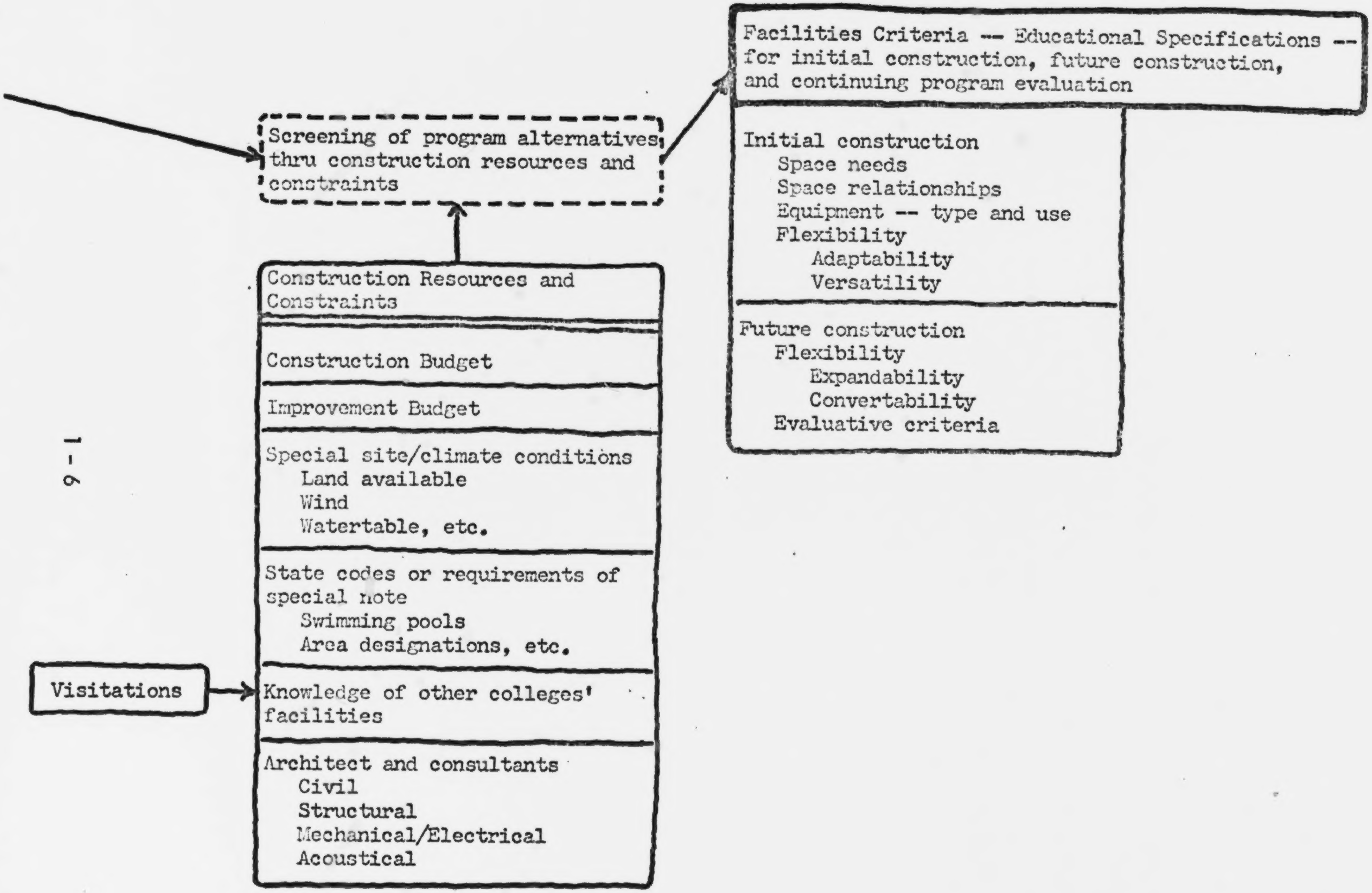
Screening of program alternatives thru construction resources and constraints
Facilities Criteria -- Educational Specifications -- for initial construction, future construction, and continuing program evaluation
Initial construction
Space needs
Space relationships
Equipment -- type and use
Flexibility
Adaptability
Versatility
Future construction
Flexibility
Expandability
Convertability
Evaluative criteria
Construction Resources and Constraints
Construction Budget
Improvement Budget
Special site/climate conditions
Land available
Wind
Watertable, etc.
State codes or requirements of special note
Swimming pools
Area designations, etc.
Visitations
Knowledge of other colleges' facilities
Architect and consultants
Civil
Structural
Mechanical/Electrical
Acoustical

FIGURE 1.2./1 -- Original Programming Plan (Continued).

2. Where possible ordered options are indicated for facility design.

3. The above two factors should allow for effective evaluation of the architect's work both during the design phase checks as well as after occupancy.

4. The critical factors considered and used in developing the educational program are displayed and discussed. This should facilitate the organization and collection of quarterly data, the evaluation of both the educational program and the facility, and the redesign of the educational program as well as facility revision.

5. The process and resulting programs provide the basis for a model to be developed for future projects. Again, this is to be developed as a separate report to the Board.

Throughout the process three general planning periods were considered:

1.	The short-range period:	1973-74 thru 1977-78
2.	The middle-range period:	1978-79 thru 1982-83
3.	The long-range period:	1983-84 thru 2000-01

As is to be expected progressively fewer specific predictions can be made as 2001 is approached. However, such thinking has two important advantages: 1) it forces those planning to seriously consider the future in detail, and 2) it forces them to consider alternatives and to build in appropriate options in light of future details. The College has at present a ten-year construction plan which is based upon projected enrollments and general academic program development. This is updated annually.

By definition the community college and individuals connected with it must be dynamic and responsive. A one year update period is frequently too long if one considers that may be 50% to 100% of the time a student is normally here. Thus a balance must be struck between the dynamics of the educational process and the long-range needs of facility and resource planning. The approach used here has been to encourage dynamic educational planning by building in options that allow for a range of appropriate future alternatives. For example the future of intercollegiate football is a debated subject. Rather than plan it "out", educational and physical provisions have been programmed which will allow it to increase, decrease, stay as is, change form, or be totally eliminated. As such educational dynamics occur the facilities will have the capability to adjust with virtually no expenditure of resources. The balance occurs between one educational program and others.

Finally, and in summary, the most important conception relative to this dynamic educational planning process is that this is only the start. Continuous systematic re-cycling of data collection, evaluation, re-design, and implementation must exist to insure the best fit of programs and facilities with participant/users and their needs.

1.3.0. ORGANIZATION AND USE OF THIS REPORT

Section 2.0.0. is the first of two comprehensive reports required by the State. It is essentially an abstract of Sections 3.0.0., 4.0.0., and 5.0.0. In addition to its use by the State the primary users should be the College administration and the architect.

Section 3.0.0. is the educational program and as such is inteded primarily for use by the department faculty, the Department and Division Chairmen, the Deans of Instruction (Day and Extended Day), and the administration. It is important reference material for the architect (particularly Section 3.1.0.) and the Recreation Commission.

Section 4.0.0. bridges both the educational and facility programs. It should be considered as an integral part of each. The intended users are as appropriate and indicated for each program.

Section 5.0.0. is the facility program in detail. The immediate principal users should be the administration and the architect. The eventual principal users should be the administration and the Department.

Section 6.0.0. is for reading on cold, wet days by whomever might benefit from what is said.

It is assumed that the primary recipient and user of the total report is the Board of Trustees. It is intended as another item of information to be used as the Board deems appropriate in the continuing development of Napa College.

2.0.0. PROJECT PLANNING GUIDE

Junior College Construction Act

PROJECT PLANNING GUIDE
for
GYMNASIUM COMPLEX

NAPA COLLEGE
NAPA COMMUNITY COLLEGE DISTRICT
2277 Napa-Vallejo Highway
Napa, California 94558
Phone 707-255-2100

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Superintendent and President

Mr. Ronald English
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Mr. Denis Kutch
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1026 Ventura Avenue
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Mr. Donald Macky
Architect
2209 Jefferson Street
Napa, California 94558
Phone 707-255-9155

1 January 1970

2.1.0.

PROJECT PLANNING GUIDE: PROGRAM JUSTIFICATION

District: NAPA COMMUNITY COLLEGE DISTRICT College: NAPA COLLEGE

Project: GYMNASIUM COMPLEX Target Year: 1976 *

*See note on page 2 - 5.

HISTORICAL PERSPECTIVE/BACKGROUND:

This College lacks the facilities necessary to provide an adequate program of Physical and Recreational Education for the students -- it has no gymnasium complex. The needs of the present general student body are met marginally. Students majoring in either of these educational areas transfer to four-year institutions with what are considered below standard backgrounds. Further, although the College is a co-sponsor of the Napa Recreation Commission, the lack of facilities prevents it from fulfilling a major community responsibility.

The present program is conducted in a strange assortment of classrooms, converted storage areas, outdoor fields, junior and senior high schools, and in rented bowling alleys. As both the College other schools' enrollments continue to grow, these arrangements are proving most unsatisfactory to all parties concerned. Also the College and community lack facilities that will accommodate large gatherings for recreational, educational, and cultural events. Thus, these valid needs also cannot be met adequately.

Campus Facilities:

Since initial occupancy in 1965 the College has been adding facilities to meet appropriate expressed and projected needs. A Little Theatre has been funded and construction is about to begin. With the addition of this proposed general service complex for Physical and Recreational Education the College finally will have what might be considered a basic campus.

The present long-range construction program is as follows:

Existing Buildings:
Administration
Student Center
Business
Library
General Classroom
Art Center
Science
Vocational-Technical #1
Maintenance Operation

Funded But Not Built:
Little Theatre

Proposed For Funding:
Gymnasium Complex
Life Science (Future)
Music (Future)

The present facilities for Physical and Recreational Education primarily consist of field areas. These include a general turfed area, two softball fields, a baseball diamond, an unfinished running track, and a stadium. This latter facility is located approximately ten miles from the campus and is shared with two high schools. All of these field facilities will continue to be used as part of the proposed Complex.

GENERAL OBJECTIVES OF THE PROJECT/PURPOSE:

The proposed GYMNASIUM COMPLEX will house the programs of the Department of Physical and Recreational Education. The focus of these educational programs will be upon the individual participant/user and his relationship to other individual human beings toward the most creative and meaningful use of leisure -- actively and passively. Thus, Recreational Education increasingly will become the central context. It is felt that the activities, courses, and facilities proposed support and encourage this objective.

Additionally, at appropriate times the facilities will provide outlets for community recreational, educational, and cultural needs.

FACILITY COMPOSITION AND SIZE:

It is felt that meeting the needs and objectives indicated requires that the COMPLEX include a main gymnasium with folding bleachers; auxiliary rooms for specialized activities (dance, fencing, weights, exercise, gymnastics, etc.); handball courts; an outdoor heated swimming/diving pool; eight tennis courts; four outdoor basketball courts; miscellaneous small outdoor facilities (for shuffleboard areas, horseshoe pits, two putting greens, a jogging path, and bocce ball); a divisible classroom; appropriate offices; shower and locker spaces; central equipment space (for issue, storage, repair, laundry, etc.); a training and first-aid area; toilet facilities; equipment storage areas, and the necessary complement of mechanical and custodial service areas. Included also is all major equipment necessary to make the programs operational.

The proposed size of the COMPLEX is: (Assigned to this department only):

Total assignable square footage:	39,740
Total gross square footage:	46,750

The size of the pool is to be: 50 meters by 25 yards with provisions for a future 10 meter diving platform.

Finally, also included in the project are the completion of the existing running track (i.e., resurfacing of pole vault and long-jump runways as well as the track), lighting of outdoor tennis courts, and necessary utility service increases.

FACILITY LOCATIONS:

The attached plot plan indicates the general locations for the various elements of the COMPLEX. As a general service function of the College, certain decentralization of elements is planned. Thus, when not in use for scheduled classes such facilities will be available to more students, faculty, and staff for general recreational use. Proximity to the central facility is determined by 1) the need to dress and shower for the activity, and 2) the organizational needs of scheduled instruction.

The major facilities are located on high ground to avoid flooding problems.

SPECIAL FEATURES:

The main gymnasium as a secondary function will serve large gatherings for events such as meetings, dances, plays, concerts, movies, exhibits, spectators, and the like. The word "secondary" is emphasized. Certain features provided for the primary educational programs compliment these secondary uses. These include Tartan or equal flooring, acoustical treatment, bleachers, zone controlled lighting, communication provisions, a portable segmented platform, and toilet facilities. The only special considerations made for these secondary uses are 1) padding of the bleachers, and 2) installation of six ellipsoidal and ten Fresnel spot lights.

The human participant in physical activities can see the results of his or her action. However, rarely can the person observe the actual performance to determine mistakes and improve. Therefore, two portable television video-taping units are included for use throughout the facilities.

In everyway possible both the educational programs and the facilities are designed to encourage co-educational participation.

Finally, provisions are made for the future introduction of computer capability for instructional purposes as well as for better relating individual participant development programs to personal medical and physical records.

SUPPORTING DATA:

The following material indicates projections for both the occupancy and target years:

	1973-74	1975-76	1976-77
Total Day Graded Enrollment	2,584	2,860	2,947
Total College WSCH (ave./quarter)	41,344	46,332	47,741
Activity WSCH (ave./quarter)	5,073	5,614	5,785
Lecture WSCH	731	807	832
PE and Rec Total WSCH	5,804	6,421	6,617
FTE Instructional Staff (PE/Rec)	9.33	9.83	10.03

These projections are based upon State Department of Finance figures and College data. In 1968-69 an FTE instructional staff of 6.71 served a College enrollment of 1783 having a total WSCH of 26,711 and an activity WSCH of 2,921. See page 2 - 5 for note.

PROGRAM HOUSED/DETAILED: Department of Physical and Recreational Education.

The following lists the educational sub-programs and activities to be housed in both the indoor and outdoor areas of the Complex:

Physical and Recreational Activities:

Adaptive PE
*Archery
*Badminton
Boating
Camping
Dance (modern)
Dance (folk & sq.)
Diving
*Fencing
*Golf
Gymnastics
Handball
Intramural and Recreational Activities
Oriental Combatives
*Physical Fitness
Skin and SCUBA Diving
Snow Skiing
Swimming
Team Sport Classes
Tennis
Water Polo
Water Skiing
*Weight Training
*Wrestling
*Bowling (off campus)

High Competency Activities:

*Baseball
*Basketball
*Cross Country
*Fencing
Field Hockey
*Football
*Golf
Soccer
Swimming/Diving
*Tennis
*Track and Field
*Wrestling

PE Majors and Minors:

*Intro to PE
Activities for Fitness and Leisure
Care and Treatment of Athletic Injuries
Games and Relays
Officiating
Work Experience: PE

Recreation Majors and Minors:

*Intro to Rec.
Camping Leadership
Life Saving
Rec. Leadership
Water Safety Instr'n
Work Experience: Rec.

---

* Included in the present program

SPECIAL NOTE:

The material contained in this Guide is abstracted from a document titled:

> ACADEMIC AND FACILITY PROGRAMS for
> PHYSICAL AND RECREATIONAL EDUCATION at
> NAPA COLLEGE

That document is the report of the educational planning and architectural programming for this project. The material is developed at length and in detail. Copies are available from the College.

In both a meeting with Dr. Elwood Lehman and a telephone conversation with Mr. Edward Rodgers we were directed to use the academic year three years after occupancy as the target date. Thus, 1976-77 figures have been used throughout the Guide. Because this varies from the written instructions which indicate using two years, some of the more critical figures for 1975-76 have been shown also. There does not appear to be significant difference between the figures for these two dates. Also, a three-year lead time appears to be more appropriate for this type of facility.

2.2.0.

PROJECT CALENDAR: GYMNASIUM COMPLEX

January 1970	Submission of Project Planning Guide (PPG) to California Community Colleges for preliminary approval.
April 1970	California Community Colleges forwards PPG to State Department of Finance with notification to Napa College.
July 1, 1970	Notification that Finance has approved project.
October 1, 1970	Preliminary Plan Package (PPP) for project and PPG for equipment both completed and sent to California Community Colleges.
November 15, 1970	California Community Colleges completes review and forwards PPP and PPG to Finance for approval and inclusion in 1971-2 Budget Bill.
April 1, 1971	Notification received by Napa College that project is included in 1971-2 Budget Bill and is approved for working drawings and construction.
July, 1971	Governor signs Budget Bill.
July 1, 1971	Earliest start of billable working drawings.
August, 1971	Public Works Board approves project and releases funds. Contracts may be signed.
April 1, 1972	Working drawings completed (optimum period). Bidding instructions preparation begins. Plan check initiated.
May 22, 1972	Plan check completed (optimum period) and corrections made. Bidding starts.
July 15, 1972	Bids opened and construction contract awarded. Construction begins.
September 15, 1973	Gymnasium Complex completed and occupied.

The above calendar is based upon State information and the following estimates from the College architect:

	Minimum Time Req'd	Optimum Time Req'd	Maximum Time Req'd
Preparation of Working drawings	8 mos.	9 mos.	10 mos
Plan checking and corrections	6 wks.	7 wks.	8 wks.
Bidding and award of contract(s)	5 wks.	6 wks.	6 wks.
Construction	13 mos.	14 mos.	15 mos.

PROJECT CALENDAR: GYM COMPLEX FURNITURE AND EQUIPMENT

January 1971	Submission of Project Planning Guide for Gymnasium Complex furniture and equipment to California Community Colleges Bureau of Administration and Finance.
April 1971	Notification from California Community Colleges Bureau of Administration and Finance that Gymnasium F & E project has been approved and forwarded to State Department of Finance.
July 1971	Notification from State Department of Finance that project has been approved.
October 1971	Submission of revised Project Planning Guide for furniture and equipment to be included in Budget Bill 1972.
April 1972	Notification that project is to be included in Budget Bill 1972.
July 1972	Governor signs Budget Bill 1972 which includes gymnasium furniture and equipment.
August 1972	Public Work Board approve project and releases funds.
November 1972	Call for bids on gymnasium furniture and equipment.
June 1973	Building furnished and equipped.

FORM JCAF-32

2.3.0. PROJECT PLANNING GUIDE - BUDGET OUTLINE FOR 1971-72

District: NAPA COMMUNITY COLLEGE College: NAPA COLLEGE

Project: GYMNASIUM COMPLEX (swimming pool not included)

Estimate of Cost (All Costs @ ENR 1130)

1.	Site			
	a. Purchase price of property		$ - 0 -	
	b. Appraisals		$ - 0 -	
	c. Costs incurred in escrow		$ - 0 -	
	d. Surveys		$ 1,100	
	e. Other costs*		$ - 0 -	
	f. Total (acquisition of site)			$ 1,100
2.	Plans			
	a. Architect's fee for plans		$ 116,215	
	b. Office of Architecture, plans check fee		$ 8,070	
	c. Jr. Col. Planning, plans check fee (1/20 of 1% of total project cost)		$ 810	
	d. Preliminary tests		$ 500	
	e. Other costs*		$ 8,000	
	f. Total (plans)			$ 133,595
3.	Construction			
	a. Utility services		$ 20,930	
	b. Off-site development, service*		$ - 0 -	
	c. On-site development, service*		$ 36,915	
	d. On-site development, general*		$ 205,050	
	e. Reconstruction*		$ - 0 -	
	f. New construction		$1,286,225 a/	
	(1) General Work	$ 836,000		
	(2) Mechanical	$ 180,090		
	(3) Plumbing	$ 154,363		
	(4) Electrical	$ 115,772		
	g. Other*		$ 64,950	
	h. Total (construction)			$ 1,614,070
4.	Tests (construction)		$ 16,140	$ 16,140
5.	Inspection		$ 27,300	$ 27,300
6.	Contingencies		$ 80,700	$ 80,700
7.	Total building project (items 1 thru 6 above)			$ 1,872,905 b/
8.	Furniture and movable equipment		$ 50,000	$ 50,000
9.	Total project cost (items 1 thru 8 above)			$ 1,922,905

*Define with detail description on attachment.

Project Data	Totals	Ratio	New Constr. Unit Cost a/	Total Bldg. Project Unit Cost b/
Outside Gross Sq. Feet (OGSF)	46,750	1.00	27.51	40.06
Assignable Sq. Feet (ASF)	39,740	.85	32.37	47.13

NOTE: Use an attachment to identify any special problem or conditions which are unique to the project, or for supplemental information in explanation of any of the above data, or for any other data necessary or pertinent to a complete understanding of the bases upon which this budget outline depends.

- -

CERTIFICATION:

I hereby certify that the estimated costs of the proposed project as shown on this page are true to the best of my knowledge.

13 February 1970
(Date)

(Signature of District Architect)

FORM JCAF-32 ATTACHMENT

PROJECT PLANNING GUIDE -- BUDGET OUTLINE FOR 1971-2
DETAILED SUPPORTING DATA A

District: NAPA COMMUNITY COLLEGE College: NAPA COLLEGE

Project: GYMNASIUM COMPLEX (swimming pool not included)

1. Site (District owned)			
d. Site surveys			$ 1,100
2. Plans			
a. Architect's fee (7.2% of item 3 h)................		$ 116,215	
b. Office of Architecture plans check (1/2 of 1% of 3 h).....................		8,070	
c. J.C. Planning plans check fee (1/20 of 1% of 3 h)...................		810	
d. Preliminary tests (geological/soils)...............		500	
e. Other costs..................................		8,000	
1) Legal ads, bidding, etc.	1,000		
2) Educational planning consultant	7,000		
f. Total plans			$ 133,595
3. Construction			
a. Utility services.................................		20,930	
1) Plumbing	$ 9,915		
2) Electrical	6,610		
3) Mechanical	4,405		
b. Off-site development, services..................		- 0 -	
c. On-site development, services..................		36,915	
1) Excavation, grading, & fill	8,815		
2) Storm drainage	22,590		
3) Steam trench extension	5,510		
d. On-site development, general..................		205,050	
1) Concrete walks	10,150		
2) Concrete steps	3,000		
3) Concrete curbs and gutter	5,500		
4) Concrete retaining walls	4,400		
5) Service driveways and walks	13,200		
6) Landscaping and sprinklers	16,550		
7) Walkway lighting	8,800		
8) Tennis courts (8)	61,700		
9) Basketball courts (4)	30,750		
10) Miscl. activity courts & track	51,000		

e. Reconstruction - 0 -

f. New construction $ 1,286,225

	Areas	Sq. Ft.	$/sq.ft.	
1)	Gymnasia	22,250	x 26.66	=$593,185
2)	Gym storage	1,200	x 20.45	= 24,540
3)	Shower/locker	12,740	x 32.00	= 407,680
4)	ASF toilets	810	x 39.12	= 31,687
5)	Offices	1,420	x 25.78	= 36,608
6)	Classrooms	1,320	x 22.22	= 29,330
	Total ASF	39,740		
7)	Public toilets	800	x 39.12	= 31,296
8)	Custodial rms.	200	x 20.45	= 4,090
9)	Mechanical rms.	500	x 20.45	= 10,225
10)	Const/circulat'n	5,510	x 21.34	= 117,583
	Total Non-ASF	7,010		
	ASF	39,740		
	Total Gross	46,750 sq. ft.		

g. Other .... $ 64,950

1) Bleachers: 800 @ 20.00 = 16,000

2) Lockers: 2220 @ 22.05 = 48,950

h. Total construction .... $ 1,614,070

4.	Tests (construction) (1.0% of 3 h)	$ 16,140
5.	Inspection (2 men at $910/mo. for 15 months)	$ 27,300
6.	Contingencies (5.0%)	$ 80,700
7.	Total building project (items 1 thru 6)	$ 1,872,905
8.	Furniture and movable equipment	$ 50,000
9.	Total project cost (items 7 and 8)	$ 1,922,905

FORM JCAF-32

PROJECT PLANNING GUIDE - BUDGET OUTLINE FOR 1971-72

District: NAPA COMMUNITY COLLEGE College: NAPA COLLEGE

Project: GYMNASIUM COMPLEX SWIMMING POOL

Estimate of Cost (All Costs @ ENR 1350)

Note:
GC = part of Gym Complex construction

1.	Site				
	a. Purchase price of property		$ 0		
	b. Appraisals		$ 0		
	c. Costs incurred in escrow		$ 0		
	d. Surveys		$ GC 0		
	e. Other costs*		$ 0		
	f. Total (acquisition of site)			$ 0	
2.	Plans				
	a. Architect's fee for plans		$ 21,600		
	b. Office of Architecture, plans check fee		$ 1,500		
	c. Jr. Col. Planning, plans check fee (1/20 of 1% of total project cost)		$ 150		
	d. Preliminary tests		$ GC 0		
	e. Other costs*		$ GC 0		
	f. Total (plans)			$ 23,250	
3.	Construction				
	a. Utility services		$ GC 0		
	b. Off-site development, service*		$ 0		
	c. On-site development, service*		$ GC 0		
	d. On-site development, general*		$ 300,000		
	e. Reconstruction*		$ 0		
	f. New construction		$ GC 0		a/
	(1) General Work	$			
	(2) Mechanical	$			
	(3) Plumbing	$			
	(4) Electrical	$			
	g. Other*		$ 0		
	h. Total (construction)			$ 300,000	
4.	Tests (construction)		$ 3,000	$ 3,000	
5.	Inspection		$ GC 0	$ 0	
6.	Contingencies		$ 15,000	$ 15,000	
7.	Total building project (items 1 thru 6 above)			$ 341,250	b/
8.	Furniture and movable equipment		$ 5,000	$ 5,000	
9.	Total project cost (items 1 thru 8 above)			$ 346,250	

*Define with detail description on attachment.

Project Data	Totals	Ratio	New Constr. Unit Cost a/	Total Bldg. Project Unit Cost b/
Outside Gross Sq. Feet (OGSF)	-	1.00		
Assignable Sq. Feet (ASF)	-			

NOTE: Use an attachment to identify any special problem or conditions which are unique to the project, or for supplemental information in explanation of any of the above data, or for any other data necessary or pertinent to a complete understanding of the bases upon which this budget outline depends.

- -

CERTIFICATION:

I hereby certify that the estimated costs of the proposed project as shown on this page are true to the best of my knowledge.

13 February 1970

(Signature of District Architect or Superintendent)

FORM JCAF-32 ATTACHMENT

PROJECT PLANNING GUIDE -- BUDGET OUTLINE FOR 1971-2
DETAILED SUPPORTING DATE B

District: NAPA COMMUNITY COLLEGE College: NAPA COLLEGE

Project: GYMNASIUM COMPLEX SWIMMING POOL

Two important assumptions have been made in arriving at the costs indicated in the preceding budget outline for the swimming pool; it is assumed that:

1. The pool will be constructed at the same time as the other parts of the complex. Therefore, additional expenses for surveys (1.d.), preliminary tests (2.d.), legal ads and bidding (2.e.), and inspection (5.) have not been indicated. Should this assumption not hold and the pool would be constructed at some future date, costs for these items would have to be added. Also it is assumed that:

2. The pool will be built -- either along with the COMPLEX or in the future. Therefore, certain basic services, stub-outs, and construction -- interfaces between the COMPLEX and the POOL -- have been included with the major facility construction. These are included in items 3a, c, and f. It is impossible to isolate the separate costs without the detailed actual design.

The POOL indicated here is heated for full year use. It measures 50 meters by 25 yards plus a 20 foot wide surrounding deck. It includes three (3) 1-meter and two (2) 3-meter diving boards plus pool depth and foundation provisions for a future 10-meter diving platform. Also included are the usual safety, weather protection, and maintenance facilities and equipment.

In addition to meeting the needs of the Napa College programs, it is intended that this size pool would have heavy, year-round community use when not needed by the College. Similarly, the community would have use of the dressing, showering, toilet, and supervisory facilities, again, when not needed by the College. All community use will be under the supervision of the Napa Recreation Commission (see page 2-1). It is our understanding that the State will sponsor $150,000 toward an approved, College use pool. Further, it is understood that the various community and College funds will cover the remaining $191,250.

As of last September the citizens of Napa, thru the Recreation Commission, established a committee to investigate the various alternatives for financing and constructing a much needed community pool. The investigation should be completed by this summer. With the knowledge and approval of that committee we have submitted this PPG with the size pool indicated. Should the citizens' committee finally decide to pursue construction of a pool elsewhere in Napa, we will submit the PPP with a smaller pool sized for Napa College programs. However, it is unlikely that the community will be able to build an adequate pool plus all of the supporting facilities for anything near the $191,250 differential. Consequently, the pool indicated in this PPG appears to be the most viable alternative.

FORM JCAF-32

PROJECT PLANNING GUIDE - BUDGET OUTLINE FOR 1971-72

District: NAPA COMMUNITY COLLEGE College: NAPA COLLEGE

Project: GYMNASIUM COMPLEX

Estimate of Cost (All Costs @ ENR 1350)

1.	Site			
	a. Purchase price of property		$ - 0 -	
	b. Appraisals		$ - 0 -	
	c. Costs incurred in escrow		$ - 0 -	
	d. Surveys		$ 1,100	
	e. Other costs*		$ - 0 -	
	f. Total (acquisition of site)			$ 1,100
2.	Plans			
	a. Architect's fee for plans		$ 137,815	
	b. Office of Architecture, plans check fee		$ 9,570	
	c. Jr. Col. Planning, plans check fee (1/20 of 1% of total project cost)		$ 960	
	d. Preliminary tests		$ 500	
	e. Other costs*		$ 8,000	
	f. Total (plans)			$ 156,845
3.	Construction			
	a. Utility services		$ 20,930	
	b. Off-site development, service*		$ - 0 -	
	c. On-site development, service*		$ 36,915	
	d. On-site development, general*		$ 505,050	
	e. Reconstruction*		$ - 0 -	
	f. New construction		$ 1,286,225 a/	
	(1) General Work	$ 836,000		
	(2) Mechanical	$ 180,090		
	(3) Plumbing	$ 154,363		
	(4) Electrical	$ 115,772		
	g. Other*		$ 64,950	
	h. Total (construction)			$ 1,914,070
4.	Tests (construction)		$ 19,140	$ 19,140
5.	Inspection		$ 27,300	$ 27,300
6.	Contingencies		$ 95,700	$ 95,700
7.	Total building project (items 1 thru 6 above)			$ 2,214,155 b/
8.	Furniture and movable equipment		$ 55,000	$ 55,000
9.	Total project cost (items 1 thru 8 above)			$ 2,269,155

*Define with detail description on attachment.

Project Data	Totals	Ratio	New Constr. Unit Cost a/	Total Bldg. Project Unit Cost b/
Outside Gross Sq. Feet (OGSF)	46,750	1.00	27.51	$47.36
Assignable Sq. Feet (ASF)	39,740	.85	32.37	$55.71

NOTE: Use an attachment to identify any special problem or conditions which are unique to the project, or for supplemental information in explanation of any of the above data, or for any other data necessary or pertinent to a complete understanding of the bases upon which this budget outline depends.

CERTIFICATION:

I hereby certify that the estimated costs of the proposed project as shown on this page are true to the best of my knowledge.

December 9, 1969
(Date)

Donald S. Macky Donald S. Mack
(Signature of District Architect)

FORM JCAF-32 ATTACHMENT

PROJECT PLANNING GUIDE -- BUDGET OUTLINE FOR 1971-2
DETAILED SUPPORTING DATA C

District: NAPA COMMUNITY COLLEGE College: NAPA COLLEGE

Project: GYMNASIUM COMPLEX (with swimming pool included)

1. Site (District owned)			
d. Site surveys			$ 1,100
2. Plans			
a. Architect's fee (7.2% of item 3h)		$ 137,815	
b. Office of Architecture plans check (1/2 of 1% of 3h)		9,570	
c. J.C. Planning plans check fee (1/20 of 1% of 3h)		960	
d. Preliminary tests (geological/soils)		500	
e. Other costs		8,000	
1) Legal ads, bidding, etc.	1,000		
2) Educational planning consultant	7,000		
f. Total plans			$ 156,845
3. Construction			
a. Utility services		20,930	
1) Plumbing	$ 9,915		
2) Electrical	6,610		
3) Mechanical	4,405		
b. Off-site development, services		-0-	
c. On-site development, services		36,915	
1) Excavation, grading, & fill	8,815		
2) Storm drainage	22,590		
3) Steam trench extension	5,510		
d. On-site development, general		505,050	
1) Concrete walks	10,150		
2) Concrete steps	3,000		
3) Concrete curbs and gutter	5,500		
4) Concrete retaining walls	4,400		
5) Service driveways and walks	13,200		
6) Landscaping and sprinklers	16,550		
7) Walkway lighting	8,800		
8) Tennis courts (8)	61,700		
9) Basketball courts (4)	30,750		
10) Miscl. activity courts & track	51,000		
11) Swimming/diving pool (50 m. x 25 yds.)	300,000		

e. Reconstruction				- 0 -
f. New construction				$ 1,286,225

Areas	Sq. Ft.	$/sq.ft.	
1) Gymnasia	22,250	x 26.66	=$593,185
2) Gym storage	1,200	x 20.45	= 24,540
3) Shower/locker	12,740	x 32.00	= 407,680
4) ASF toilets	810	x 39.12	= 31,687
5) Offices	1,420	x 25.78	= 36,608
6) Classrooms	1,320	x 22.22	= 29,330
Total ASF	39,740		
7) Public toilets	800	x 39.12	= 31,296
8) Custodial rms.	200	x 20.45	= 4,090
9) Mechanical rms.	500	x 20.45	= 10,225
10) Const/circulat'n	5,510	x 21.34	= 117,583
Total Non-ASF	7,010		
ASF	39,740		
Total Gross	46,750	sq. ft.	

g. Other		$ 64,950	
1) Bleachers: 800 @ 20.00 =	16,000		
2) Lockers: 2220 @ 22.05 =	48,950		
h. Total construction			$ 1,914,070
4. Tests (construction) (1.0% of 3h)			$ 19,140
5. Inspection (2 men at $910/mo. for 15 months)			$ 27,300
6. Contingencies (5.0%)			$ 95,700
7. Total building project (items 1 thru 6)			$ 2,214,155
8. Furniture and movable equipment			$ 55,000
9. Total project cost (items 7 and 8)			$ 2,269,155

FORM JCAF-31

2.4.0. PROJECT PLANNING GUIDE - SUMMARY OF PROPOSED SPACES -- Page 1 of 2

Campus: NAPA COLLEGE

Project: GYMNASIUM COMPLEX

DEPARTMENT AND TYPE OF SPACE	EACH SPACE			ASSIGNABLE SQ. FT.			PRELIMINARY PLANS		
	Space No.	No. of Sta.	No. of Ident. Spaces	Each Space	Total Ident. Spaces	Total By Type of Spaces	No. of Spaces	Total ASF	(+) or (-) ASF
1	2	3	4	5	6	7	8	9	10
Department of Physical and Recreational Education (Sole occupant)									
GENERAL USE									
Classroom (101) (Divisible)	1	70	1	1,100		1,100			
Acad. Office (301)	2 - 6	2	5	120	600	600			
Other Office (302)									
Chairman	7	1	1	120					
Secty/Recpt.	8	2	1	360		480			
Office Serv. (303)									
Work Space	9	-	1	120					
Storage	10	-	1	120		240			
Conference (304)	11	15	1	220		220			
Kitchenette (603)	12	-	1	100		100			
Total GEN. USE						2,740			
ACTIVITY AREAS (All 502)									
Main Gym	13	-	1	13,300		13,300			
Equipment	14	-	1	800		800			
Aux. Gym I	15	-	1	2,800		2,800			
Equipment	16	-	1	200		200			
Aux. Gym II	17	-	1	2,800		2,800			
Equipment	18	-	1	200		200			
A-V Equip. & Cont'l	19	-	1	150		150			
Handball	20-23	-	4	800	3,200	3,200			
Total ACT. AREAS						23,450			
SERVICE AREA: MEN (All 502)									
Locker Space	24	-	1	2,000		2,000			
Shower/Drying	25	-	1	1,260		1,260			
Toilets	26	-	1	200		200			
(Continued)									

Date Prepared for Project Planning Guide: 11 Dec. 1969 Denis P. Kutch AIA
(Form prepared by)

Date Prepared for Preliminary Plans: ________ ____________________
(Signature of District Architect)

FORM JCAF-31

PROJECT PLANNING GUIDE - SUMMARY OF PROPOSED SPACES -- Page 2 of 2

Campus: NAPA COLLEGE

Project: GYMNASIUM COMPLEX

DEPARTMENT AND TYPE OF SPACE	EACH SPACE			ASSIGNABLE SQ. FT.			PRELIMINARY PLANS		
	Space No.	No. of Sta.	No. of Ident. Spaces	Each Space	Total Ident. Spaces	Total By Type of Spaces	No. of Spaces	Total ASF	(+) or (-) ASF
1	2	3	4	5	6	7	8	9	10
High Competence Activities Locker	27	-	1	950		950			
Faculty Locker/ Shower/Toilet	28	-	1	200		200			
Total SERV. AREA:M						4,610			
SERVICE AREA: WOMEN (All 502)									
Locker Space	29	-	1	1,670		1,670			
Shower/Drying	30	-	1	1,750		1,750			
Toilets	31	-	1	220		220			
Faculty Locker/ Shower/Toilet/Rest.	32	-	1	250		250			
Total SERV. AREA:W						3,890			
SERVICE AREA: GEN. (All 502 except as noted)									
Flexible Locker/ Shower/Toilet Area	33	-	1	1,400		1,400			
Central Equipment	34	-	1	2,000		2,000			
Training/First Aid (incl. Health Serv. --602--@150 ASF)	35	-	1	650		650			
Field Equipment	36	-	1	800		800			
Pool Equipment	37	-	1	200		200			
Total SERV. AREA:G						5,050			
GRAND TOTAL						39,740			

Date Prepared for Project Planning Guide: 11 Dec. 1969 Denis P. Kutch AIA
(Form prepared by)

Date Prepared for Preliminary Plans: ________ ____________________
(Signature of District Architect)

FORM JCAF-30

PROJECT PLANNING GUIDE
SUMMARY OF EXISTING AND PROPOSED AREAS

DISTRICT: NAPA COMMUNITY COLLEGE COLLEGE: NAPA COLLEGE

PROJECT: GYMNASIUM COMPLEX

Type of Space (1)	ASSIGNABLE SQUARE FEET Actual Fall 1969 (2)	Standard Need Projected (3)	Proposed Project (4)	Existing To Be Retained (5)	Total Existing & Proposed (6)=(4)+(5)
A. Space Covered by Standards					
1. Collegewide basis:					
a. Classroom and Seminar Rooms (101, 102 & 103)	17,253	18,226	1,100	17,253	18,353
b. Office (301, 302, 303 & 304)	12,190	15,540	1,540	12,307	13,847
c. Library (401, 402, 403, 404 & 405)	14,259	12,470	- 0 -	14,259	14,259
Totals (Items 1a, 1b & 1c)	43,702	46,236	2,640	43,819	46,459
2. Subject Fields (occupants proposed project):					
a. Teaching Labs & Teach Lab Serv (104 & 107)	- 0 -	- 0 -	- 0 -	- 0 -	- 0 -
Totals (Item 2a)	- 0 -	- 0 -	- 0 -	- 0 -	- 0 -
Totals Covered by Standards (Item A)	43,702	46,236	2,640	43,819	46,459
B. Space Not Covered by Standards					
1. Subject Fields (occupants proposed project):					
a. Music Practice & Music Studio (108 & 109)					
b. Language Laboratory (110)					
c. Lab Research (200)					
d. Museum (406)					
e. General Use (500)		40,550	36,850	- 0 -	36,850
f. General Service (600)		300	250	- 0 -	250
g. Other Nonresidential (700)					
Totals (Item 1a through 1g)	- 0 -	40,850	37,100	- 0 -	37,100
Totals Not Covered by Standards (Item B)	- 0 -	40,850	37,100	- 0 -	37,100
GRAND TOTAL (Items A & B above)	43,702	87,086	39,740	43,819	83,559

PROJECT PLANNING GUIDE
AREA NEEDS FOR DEPARTMENTS OF INSTRUCTION (According to CCHE Standards)

DISTRICT: NAPA COMMUNITY COLLEGE COLLEGE: NAPA COLLEGE

PROJECT: GYMNASIUM COMPLEX

Type of Space (1)	Standard^{a} Large or Small (2)		Weekly Student Contact Hours and FTE Instructional Staff: Actual Fall 1968 (3)	Weekly Student Contact Hours and FTE Instructional Staff: Projected (4)	Total Need by Standards Assignable Square Feet: Fall 1968^{g} (5)=(2)x(3)	Total Need by Standards Assignable Square Feet: Projected^{h} (6)=(2)x(4)
COVERED BY SPACE STANDARDS:				For Date of Occupancy 1973		For Date of Occupancy 1973
1. Collegewide:						
a. Classroom and Seminar Rooms (101, 102 & 103)	67	—	21,587 WSCH^{c}	27,203 WSCH^{e}	14,463 ASF	18,226 ASF
b. Office (301, 302, 303 & 304)	140^{b}	—	75.21 FTE^{c}	111 FTE^{e}	10,529 ASF	15,540 ASF
Totals (Items 1a & 1b)	XXX	XXX	XXXXXX	XXXXXX	24,992 ASF	33,766 ASF
2. Subject Fields (occupants of proposed project)				Projected For Two Years Beyond Date Of Occupancy		Projected For Two Years Beyond Date Of Occupancy
a. Teaching Labs & Teaching Lab Service (104 & 107)						
Sole occupant of project facilities will be:	—	—	______ WSCH^{d}	______ WSCH^{f}	______ ASF	______ ASF
	—	—	______ WSCH^{d}	______ WSCH^{f}	______ ASF	______ ASF
	—	—	______ WSCH^{d}	______ WSCH^{f}	______ ASF	______ ASF
	—	—	______ WSCH^{d}	______ WSCH^{f}	______ ASF	______ ASF
Department of Physical and Recreational Education (No subject classification exists for either of these)						
		—	______ WSCH^{d}	______ WSCH^{f}	______ ASF	______ ASF
Totals (Item 2a)	XXX	XXX	______ WSCH	______ WSCH	______ ASF	______ ASF
TOTAL COVERED BY STANDARDS (Items 1 & 2)	XXX	XXX	XXXXXX	XXXXXX	______ ASF	______ ASF

California State Department of Finance
Bureau of Junior College Administration and Finance
JCAF-21 (9/67)

College District NAPA COMMUNITY COLLEGE

College Campus NAPA COLLEGE

REVISED FOR 1 JANUARY 1970

CONVERSION OF TOTAL WSCH PROJECTIONS TO INSTRUCTIONAL WSCH LOAD PROJECTIONS

Year	Total Weekly Student Contact Hours	Laboratory WSCH Phys Educ	Total WSCH Less Phys Educ (Instr Load)
(1)	(2)	(3)	(4) = (2) - (3)
ACTUAL:			
1967-68	25,719	2,604	23,115
1968-69	26,721	2,921	23,800
PROJECTED:[a]			
1969-70	30,562	3,359	27,203
1970-71	33,385	4,283	29,102
1971-72	36,255	4,591	31,664
1972-73	38,805	4,821	33,984
1973-74	41,344	5,073	36,271
1974-75	44,822	5,465	39,357
1975-76	46,332	5,614	40,718
1976-77	47,741	5,785	41,956
1977-78	48,989	5,936	43,053
1978-79	51,953	6,099	45,854

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a. Total Weekly Student Contact Hours projection, shown in column 2, prepared by California State Department of Finance.

Institution

Date

JUN 20

District Napa

JUNIOR COLLEGE REPORTED AND PROJECTED FALL DAY GRADED STUDENTS AND ANNUAL AVERAGE WEEKLY STUDENT

Public High School Graduates in Area*		Fall term of First Attendance	FRESHMAN CLASS									Grade Progression Ratio	SOPHOMORE	
School Year of Graduation	Number of Graduates		First-time Freshmen from Area*: RATE of First-time Freshmen per 1000 Public High School Graduates	First-time Freshmen from Area*: First-time Freshmen from Area*	First-time Freshmen from Area*: Percent Area* First-time Freshmen are of Calif. First-time Freshmen	All Calif. First-time Freshmen	Percent Calif. First-time Freshmen are of All New Freshmen	All New Freshmen	Percent All New Freshmen are of Total Freshmen	Continuing and Returning Freshmen	TOTAL DAY GRADED FRESHMEN		Continuing and Returning Sophomores	Percent Continuing and Returning are of Total Sophomores
1963-64	830	1964	513.2	456	65.0	702	79.9	879	74.2	306	1185	.265	272	92.8
1964-65	1036	1965	431.5	447	58.4	765	74.9	1021	72.4	390	1411	.249	295	88.9
1965-66	1063	1966	485.4	516	78.5	657	79.6	825	66.5	416	1241	.250	353	91.7
1966-67	990	1967	473.7	469	84.7	554	80.1	692	59.5	472	1164	.272	338	90.4
1967-68	1040	1968	431.7	449	75.7	593	80.7	735	54.6	612	1347	.312	363	89.6
1968-69	1125	1969	432.5	487	75.0	649	80.0	811	54.0	691	1502	.320	431	89.5
1969-70	1100	1970	442.5	487		649		811	52.0	749	1560	.345	518	
1970-71	1125	1971	450.0	506		675		844	51.5	795	1639	.375	585	
1971-72	1100	1972	465.0	512		683		854	51.0	821	1675	.400	656	
1972-73	1150	1973	475.0	546		728		910		874	1784		670	
1973-74	1225	1974	482.5	591		788		985		946	1931		714	
1974-75	1200	1975	495.0	594		792		990		951	1941		772	
1975-76	1225	1976	505.0	619		825		1031		991	2022		776	
1976-77	1225	1977	515.0	631		841		1051		1010	2061		809	
1977-78	1250	1978	520.0	650	↓	867	↓	1084	↓	1041	2125	↓	824	↓

2 0 1969

*Area Napa County

DENT CONTACT HOURS OF DAY GRADED STUDENTS

	RE CLASS		TOTAL DAY GRADED FRESHMEN AND SOPHOMORES	ALL OTHER STUDENTS		TOTAL FALL DAY GRADED STUDENTS	Factor to convert Students to Annual Average Weekly Student Contact Hours	Annual Average WEEKLY STUDENT CONTACT HOURS of Total Day Graded Students
nt in- n-	All New Sophomores	TOTAL DAY GRADED SOPHOMORES		% of Total Day Graded Freshmen & Sophomores	All Other Students			
8	21	293	1478	1.0	15	1493		
9	37	332	1743	1.6	28	1771	15.1	26683
7	32	385	1626	3.2	52	1678	14.7	24719
4	36	374	1538	3.4	52	1590	16.2	25719
6	42	405	1752	1.8	31	1783	15.0	26721
5	51	482	1984	2.0	40	2024	15.1	30562
	61	579	2139		43	2182	15.3	33335
	69	654	2293		46	2339	15.5	36255
	77	733	2408		48	2456	15.8	38805
	79	749	2533		51	2584	16.0	41344
	84	798	2729		55	2784	16.1	44822
	91	863	2804		56	2860	16.2	46332
	91	867	2889		58	2947		47741
	95	904	2965		59	3024		48989
	97	921	3046	↓	61	3107	↓	51953

DISTRICT: NAPA COMMUNITY COLLEGE COLLEGE: NAPA COLLEGE

PROJECT NAME: GYMNASIUM COMPLEX

APPLICATION ASSURANCES AND AUTHENTICATION

1. All parts and exhibits contained in or referred to in the application are submitted with and made a part of this application.

2. The applicant hereby assures the Board of Governors of the California Community Colleges that:

   a. No part of the facility, or facilities, in the proposed project includes the planning or construction of dormitories, student centers other than cafeterias, stadia, the improvement of site for student or staff parking, or single-purpose auditoriums.

   b. All facilities included in the proposed project will be used as academic facilities.

   c. Any state funds received pursuant to the application will be used solely for defraying the development costs of the proposed project.

   d. Applicant has on hand, or is assured of obtaining, if the application is approved, sufficient funds to meet the non-state portion of the costs of construction the facilities described in the application.

   e. If the application is approved, the construction covered by the application will be undertaken in an economical manner and will not be of elaborate or extravagant design or materials.

   f. Construction contracts for the construction covered by the application will incorporate the required "Fair Employment Practices" provisions, performance bonds, and all other requirements necessary to meet state regulations.

   g. Approval of the final working drawings and specifications will be obtained from both the California State Department of Education and the Office of Architecture and Construction before an allocation is made.

   h. No changes in construction plans which would alter the scope of work, functions, assignable instructional or library areas, utilities, or safety of the facility will be made without prior approval of the Department.

   i. Equipment not included in the basic construction contract will be procured by competitive bidding either by public advertising or by obtaining three or more bids, or other procurement methods required by law.

j. Applicant will cover all costs in excess of the amount provided for in the application.

k. Adequate and separate accounting and fiscal records and accounts of all funds provided from any source to pay the cost of the proposed construction will be maintained, and audit of such records and accounts will be permitted at any reasonable time and/or at completion.

l. Architectural or engineering supervision and inspection will be provided at the construction site to insure that the completed work conforms with the approved plans and specifications, and "as-built" drawings will be made available to the Department of Education upon completion of the project.

m. The applicant has reviewed the academic and financial requirements for operation of the facilities upon their completion and considers the plan for operation of the facilities to be practical and within the capabilities of the district.

n. No contract will be awarded until the Public Works Board has given its approval.

3. The undersigned has been duly authorized by the applicant to file this application, to provide such additional information as may be required, and otherwise to act as the representative of the applicant in connection with this application, and certifies that all information contained in this application and attached supporting documents is true and correct to the best of his knowledge and belief.

IN WITNESS THEREOF, THE APPLICANT HAS CAUSED THIS APPLICATION TO BE DULY EXECUTED IN ITS NAME ON THE DATE SHOWN BELOW.

NAPA COMMUNITY COLLEGE DISTRICT
(Legal Name of Applicant District)

2277 Napa-Vallejo Highway
(District Office Address)

707 + 255-2100
(Telephone Number)

GYMNASIUM COMPLEX
(Project Name)

The Governing Board of the District has approved the submission of this application to the State Department of Education.

(President of the Board of Trustees)

December 11, 1969
(Date)

(Secretary of the Board of Trustees)

(Signature of Authorized Agent)

ATTACH A COPY OF THE BOARD RESOLUTIONS.

RESOLUTION AUTHORIZING APPLICATION TO THE STATE OF CALIFORNIA FOR FINANCIAL ASSISTANCE FOR SCHOOL CONSTRUCTION UNDER THE JUNIOR COLLEGE CONSTRUCTION ACT OF 1967

RESOLUTION NO. JC-141 C

WHEREAS the construction of a gymnasium facility is in the best interests of the Napa College, and

WHEREAS the Napa Community College District may be eligible for financial aid under provisions of the Junior College Construction Act of 1967,

NOW THEREFORE BE IT RESOLVED that the Napa Community College District submit the Gymnasium as a project under the Junior College Construction Act of 1967, and

BE IT FURTHER RESOLVED that Ronald English be designated the Authorized Agent to supervise and administer the project.

Adoption of the foregoing Resolution was moved by Trustee Philip Champlin, which motion was seconded by Trustee Joan Mingst, and which said Resolution was adopted by the following vote:

Ayes: Trustees Alban L. Bailey
Joan Mingst
Elizabeth Martini
Thomas Turnbull
Thomas Salsman
Duane Russell
Philip Champlin

Noes: Trustees None

Absent Trustees None

DATE: December 11, 1969

ATTEST: George McClark
Secretary of the Governing Board

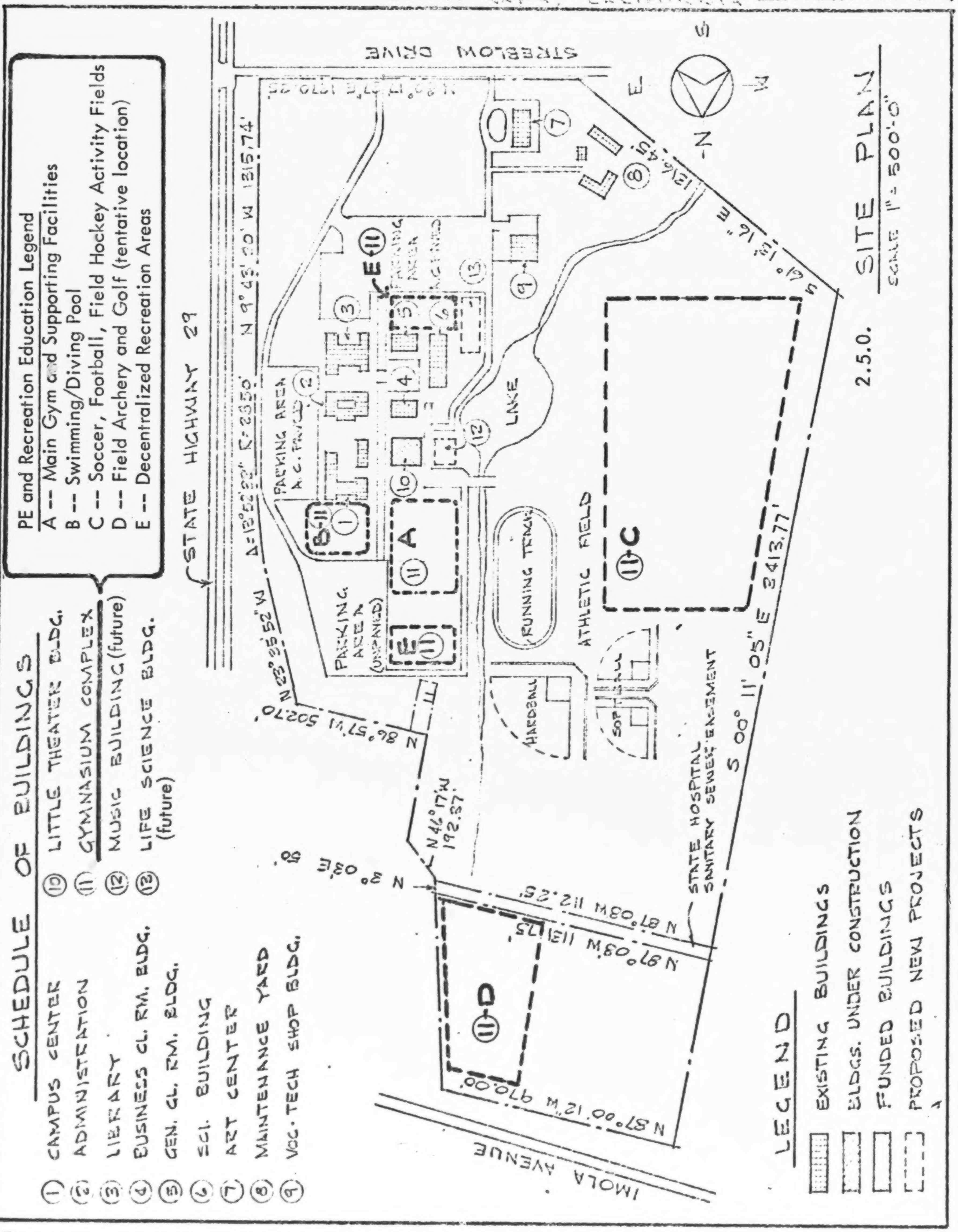
PROJECT: GYMNASIUM COMPLEX

MASTER PLAN

DIAGRAM OF BUILDING AREAS

NAPA COMMUNITY COLLEGE
Address 2277 NAPA VALLEJO HIGHWAY
NAPA, CALIFORNIA

☐ EXISTING (1A)
☐ BASIC PLANS (2A)
☐ FINAL PLANS (3A)


SCHEDULE OF BUILDINGS
① CAMPUS CENTER
② ADMINISTRATION
③ LIBRARY
④ BUSINESS CL. RM. BLDG.
⑤ GEN. CL. RM. BLDG.
⑥ SCI. BUILDING
⑦ ART CENTER
⑧ MAINTENANCE YARD
⑨ VOC. TECH SHOP BLDG.
⑩ LITTLE THEATER BLDG.
⑪ GYMNASIUM COMPLEX
⑫ MUSIC BUILDING (future)
⑬ LIFE SCIENCE BLDG. (future)
PE and Recreation Education Legend
A -- Main Gym and Supporting Facilities
B -- Swimming/Diving Pool
C -- Soccer, Football, Field Hockey Activity Fields
D -- Field Archery and Golf (tentative location)
E -- Decentralized Recreation Areas
STREBLOW DRIVE
STATE HIGHWAY 29
Δ=13°52'32" R=2350'
N 9°43'20" W 1315.74'
N 23°35'52"W
N 86°57'W 502.70'
N 46°17'W 192.37'
N 3°03'E 8'
N 87°03'W 112.25'
N 87°03'W 113.75'
N 87°00'12"W 970.00'
IMOLA AVENUE
S 00° 11' 05" E 3413.77'
STATE HOSPITAL SANITARY SEWER EASEMENT
1316.45
PARKING AREA A.C. PAVED
PARKING AREA (UNPAVED)
PARKING AREA A.C. PAVED
RUNNING TRACK
ATHLETIC FIELD
LAKE
HARDBALL
SOFTBALL
B-11
A
11
E-11
11-C
11-D
N
E
W
S
SITE PLAN
SCALE 1"= 500'-0"
2.5.0.
LEGEND
EXISTING BUILDINGS
BLDGS. UNDER CONSTRUCTION
FUNDED BUILDINGS
PROPOSED NEW PROJECTS

The above is measured in accordance with Art. 2032, Subchapter 8, Title 5, Calif. Administrative Code.

Date: SEPT. 24- SHEET no. 1 of 1 sheets

Revised for 1 January 1970

OFFICE OF SCHOOL PLANNING

Donald S. Macky

3.0.0. THE ACADEMIC PROGRAM

3.1.0. PHILOSOPHY AND GOALS

Simultaneous consideration was given during planning to 1) the philosophy and goals for this educational program, and to 2) the present and future participant/users and their needs. The latter will be discussed in Section 3.2.0.

The essential philosophy did not arise from requests for words on paper. Rather, it grew and was clarified thru numerous discussions, from points repeated in different contexts, and by expressions of previous personal satisfactions and frustrations. The following discussion summarizes the major points. A working copy of the recently revised and adopted College aims, purposes, and goals served as a reference point (see Appendix).

First, the individual participant/user -- whether student, faculty, staff, administrator, trustee, or member of the community -- should be the focus of the program. Traditionally physical education and recreation have concentrated upon teamwork among individuals. Unfortunately the individual tends to be overlooked or taken for granted in the development of the group. Balance should be provided by concentrating upon the individual's personal growth and understanding of self AND of the relationship to other individual human beings. The atmosphere created -- both academic and physical -- should implicitly invite and encourage the individual to participate. Some of the means considered to give these abstract concepts meaning and reality are:

1. The idea that these academic fields are dominated by male "Jocks" should be dispelled in every way possible. Every course, activity, and space possible should be open to co-educational enrollment and use. Although certain courses and services must be exclusively male or female in orientation, the segregation should be minimized.

2. In addition to the organized programs of the College and Recreation Commission, as much free use of the facilities should be scheduled as is possible. An experiment should be conducted in which a number of activity courses are offered during open blocks of time. An instructor(s) should be on call for assistance, and the individual should be free to "log-in" time for credit to fit his schedule. A safeguard should be built-in to encourage at least weekly participation for activities involving physical effort. Otherwise the individual will develop patterns of concentrated effort that could be quite dangerous when older.

3. Television video-tape capabilities should be installed initially. Participant/users would have the ability to see tapes of their performance immediately, over time, and as compared with experts on file.

4. Grading experiments using "pass/no credit" or "A/B/C/no credit" should be conducted and evaluated.

5. The historic image of utilitarian, foul smelling, windowless boxes of space is to be avoided. Bright colors, openness, natural light, and good ventilation should prevail everywhere possible. The D-M Group was particularly encouraged by this quality in the College of Marin facilities visited.

6. It should be remembered that the College serves adult individuals primarily. These are not high school students, and they should not be treated as such. For example shower and locker areas should be semi-supervised at most.

7. Every effort should be made to initiate a program of medical and physical profiles for each participant/user. In addition to providing a picture of personal capabilities for both the individual and the College, this will allow for future computerization of individual work-out schedules.

Second, the context of the total program should be centered upon the creative and meaningful personal use of leisure time -- actively and passively. Courses and instruction plus the location and availability of facilities should reinforce this. Education for recreation as well as recreational activities are both included and intended. Specific examples are:

1. Individual and small group activities and skills should be emphasized over team or large group involvement. Most adult recreational outlets are of such a scale in the future for these students.

2. Many activities and skills have been learned in elementary and seconday education. These should be minimized at the college level. Rather, a borad variety of new, young-adulthood oriented recreational experiences should be introduced.

3. The recreational needs and ability levels of the broad spectrum of Napa served should be continually assessed and respected.

4. Although Recreation is housed in this Department and facility, it should be realized that many other fields are involved. Visiting lectures and team teaching experiments involving at least sociology, psychology, and the arts should be begun as soon as possible.

5. The faculty should be encouraged -- by more than words -- to focus on leisure and recreation in their professional development pursuits.

6. With acreage available all outdoor fields and courts need not be centralized about the main facilities. Activities which do not require a change of clothes or showering should be decentralized to appropriate areas of the campus. Walking and jogging paths, putting greens, volleyball courts, and similar activities can be treated this way.

7. Insofar as resources allow, lighting should be provided for some of both the centralized and decentralized outdoor facilities to extend the hours of use.

Finally, four areas of responsibility to the College were discussed and should be reported at this point:

1. Health education courses (personal and community) have been a traditional responsibility of the Department. However, 1) this area has become of vital importance to the Nation at large, and 2) the scope of material to be covered has broadened considerably. Physical and recreational considerations are now only two of many aspects covered. Neither the present faculty nor present university and college

PE/Rec. majors -- future faculty -- are educated for this broader responsibility. Therefore, it is felt that 1) organizational responsibility should be transferred to either Sociology or Health Sciences, and 2) such courses should utilize team teaching or guest lectures. As such the faculty of this Department could contribute in a manner more appropriate to their areas of expertise.

2. The health sciences and physical/recreational education have been and continue to be closely inter-related. However, as 1) above illustrates, specialization and the increasing scope of each field make it difficult to see either subsumed under the other. Therefore, the Department and College should respect this basic autonomy, but simultaneously should encourage and facilitate appropriate integration academically and physically.

3. As will be indicated later (Section 3.4.0), it is difficult for either the faculty or the administration to know who of the students in the College are Physical or Recreational majors or minors. Similarly it is difficult presently for such students to identify with the Department or faculty. The new facilities should alleviate this situation. However, ~~it~~ is felt that special consideration should be given to this in the "informal" curriculum as well as the facilities. Some specialized study, informal seminars, and decision involvement should be encouraged to allow such students the broadest access to information upon which to base career decisions.

4. Certain College functions are intended for general student use and, physically, are "centralized." Such uses are: the Student Center with a Cafeteria, meeting area, and Bookstore; and the Library/Resource Center with books, other resource materials, and space for study. Physical and recreational education facilities form another such general use center. Certain key aspects of these various "centers" need to be centralized. However, as a campus grows certain elements should be decentralized to provide for greater access and use. As mentioned earlier above certain physical and recreational activities are to be decentralized. Correspondingly there should be an increasing decentralization of aspects of the other general uses. Therefore, provision should be made for some study space, food service (vending machines), supply purchases (machines again), specialized resource material access, and an eventual computer tie with the library. Further, the large space(s) should be designed to allow for large gatherings such as meetings, dances, plays, movies, concerts, etc. (see Section 3.6.0.).

The above discussion has ranged from the abstract to the concrete. The following listing summarizes the goals of the Physical and Recreational Education program:

1. Provide in general a program which is diverse as well as appropriate for use by all -- students, faculty and staff, community, etc., -- emphasizing the fulfillment of needs for individuals 16 and older on a co-educational basis in so far as possible.

2. Provide programs, instruction, guidance, equipment, and facilities for the development of:

   Skills,
   Fundamentals,
   Interests,
   Enjoyment,
   Attitudes,
   Habits, and
   General knowledge of rules

   for activities of physical and recreational education, competitive team activities and other specific educational application.

3. Provide for such development at basic (introductory) and advanced levels of ability with corresponding movement toward independence of participation.

4. Provide an instructional and developmental program centered on recreational activities which encourages meaningful personal use of increasing leisure time. Continue and increase the relationship of Napa College with the Recreation Commission.

5. Provide a program of physical fitness and development emphasizing:

   Personal benefits and values,
   Relationship between fitness and health, and
   Exploration of the many ways available toattain and maintain fitness.

6. Provide for coeducational experiences in competitive team activities including:

   A broad program of interscholastic athletics,
   A broad program of intramural activities,
   Accommodation of spectators, and
   Leadership in tying together the many age levels of such activities in the community.

7. In addition to the broader service programs provide programs for specific educational application, such as:

   Physical education majors and minors,
   Recreation majors and minors,
   Elementary education,
   Fire science,
   Police science, and the
   Manpower Development Training Act program.

8. Cooperate and participate in a program of health and safety education in close harmony with sociology, psychology, medicine, and the biological sciences.

Note: This department will be responsible for such a program until fall of 1972. However, because this field is becoming more important and complex in itself, after fall 1972 it should become part of a comprehensive and expanded program in Health Services Education. At such time it is anticipated that this department would assume a contributory role in such a program.

9. Provide for the professional growth of faculty and staff members.

10. Provide the means for the systematic and periodic re-evaluation of the programs and facilities to anticipate and allow for changes.

3.2.0. PARTICIPANT/USERS AND NEEDS

The participant/users -- participants for short -- are considered to be all those individuals who are affected by and will affect theprogram and/or facilities. Unfortunately, there is no "clean" way to categorize the participants. Any cellular organization has overlaps. Table 3.2./1 indicates the original working list of participants derived by the Programming Committee (PC). It well illustrates the above dilemma. However, even with some ommissions, it was insurance against overlooking obvious classifications of participants.

Any program and facility will serve some groups more than others. In this situation the first responsibility is to the students -- full-time or part, Day or Extended Day -- who are taking courses for college credit. With the fortunate existence of the Recreation Commission all other "students" can be considered as having outlets through its programs. Special arrangements should be worked-out thru the Department and College for such proximate groups as the MDTA, State Hospital, and Adult Basic Education.

The classification of credit-oriented students can be further broken down into:

1. General students required to enroll in physical education (PE)
2. General students not required to take PE
3. Students with a major or minor in PE
4. Students with a major or minor in recreation.

For those students in group two above with physical handicaps special programs will be worked out for their specific needs. The remaining students of this group become part of the next responsibility area.

The second line of responsibility includes the following:

1. The students of group two above who do not have physical handicaps.
2. Students in special programs (mentioned earlier).
3. Faculty of this Department and of the College.
4. Staff of this Department and of the College.
5. Administration of the College.
6. Others of the immediate College community.

Individuals in these classifications collectively can be expected to use the services and facilities for recreational purposes during free hours. Some, however, have particular responsibilities that are generally obvious (clerical staff, custodial staff, Departmental faculty, etc.). These will not be discussed here, since they are clarified in subsequent sections.

The third line of responsibility is to serve the citizens of the College District. Generally everyone already listed falls into this classification. However, when included here it is assumed that they as well as the other citizens become part of programs conducted by the Recreation Commission or are spectators at events. This area of responsibility is discussed further in Section 3.6.0.

An additional complication is to view these participants first with regard to the present and then with the future. Present students are viewed relative to their present needs as to the skills, attitudes, habits, and abilities they carry into their future living situations. However, one must also look in the same way at future students. Fortunately data on the present students can be used to make limited predictions about those in the future.

TABLE 3.2./1 -- Working list of participants/users.

PARTICIPANT CATEGORIES: Primarily Napa College

DAY STUDENTS
  Men/Women/Co-ed/Recreation/P.E. Req'd/P.E. Voluntary/Handicapped/Rallies/Demonstrations/Assemblies/Dances

EXTENDED DAY STUDENTS
  Men/Women/Co-ed/Heavy Rec. Orientation/Handicapped/Fitness

P. E. MAJORS
  Men/Women

HEALTH EDUCATION

RECREATION MAJORS

BASIC EDUCATION STUDENTS

POLICE SCIENCE MAJORS
  First Aid/Life Saving

COLLEGE CLUBS

FACULTY
  Full Time/Part Time/Male/Female/P.E./Non-P.E./Coaching/Faculty Families

ATHLETIC DIRECTOR

ADMINISTRATION

OFFICE AND CLERICAL STAFF

MDTA STAFF AND STUDENTS

HEALTH SERVICES STAFF

CUSTODIAL (& Maint.) STAFF

PRIMARILY NAPA COLLEGE WITH PROGRAMS ASSUMED:

MEMBERS OF TEAMS
  Football/Basketball/Baseball/Tennis/Golf/Swimming/Track & Field/Wrestling

MEMBERS OF VISITING TEAMS

GAME OFFICIALS

SPECTATORS
  College/District/Community

COACHES

TOURNAMENT PARTICIPANTS & SPECIALISTS

INTRAMURAL PARTICIPANTS

INTERSCHOLASTIC PARTICIPANTS
  Between Colleges/Among Jr. High, High, and College/Visiting Colleges for "Play Days", Assemblies, Rallies, etc.

PARTICIPANT CATEGORIES: General -- Incl. Napa College

PEOPLE WITHIN COMMUNITY AND DISTRICT AGED 3 - 80
  Mainly Recreational Interest among adults

SENIOR CITIZENS
  Youths
  Summer Rec. Programs

FAMILIES
  Community/District

PHYSICALLY HANDICAPPED

MENTALLY HANDICAPPED

PREGNANT WOMEN

NAPA STATE HOSPITAL GROUPS
  Nurses/Students

RECREATION COMMISSION

SPORT LEAGUE GROUPS
  Men/Boys/Girls/Peanut to Adult Town Teams

AQUATIC GROUPS
  Precision Swimming

CHURCH GROUPS

AMERICAN RED CROSS & NURSING GROUPS
  First Aid

PRIVATE CLUBS AND ORGANIZATIONS

SERVICE GROUPS

YOUTH GROUPS

SAFETY EDUCATION GROUPS

PERFORMING ARTS GROUPS
    Dance/Music/Drama

WINTER SPORT GROUPS
    Weightlifting/Jogging

HIKING GROUPS

CAMPING GROUPS

SPECTATORS

SPORTS OR SIMILAR ACTIVITIES

TENNIS
    For Adults
    For Students
    Rapidly Growing Interest
    Indoor Courts ?

GOLF
    Adults/Students/Sr. Citizens/Women/Clubs

WRESTLING

FENCING

BASKETBALL

VOLLEYBALL

DANCE
    Modern/Ballet/Sq./Social

ACROBATICS

GYMNASTICS

HANDBALL

BASEBALL (incl. Softball)

ARCHERY

SOCCER

TRACK AND FIELD

ROLLER SKATING (Ice Skating Too?)

JUDO

TUMBLING

BADMINTON

FIRST AID

LIFE SAVING

ACTIVITIES FORCED INDOORS BY WEATHER

This was achieved in two ways. First, a questionnaire was designed and mailed to a random sample of students enrolled in the College during the Spring of 1969. This instrument also was distributed to members of the faculty, administration, and staff who were available during the summer. These did not include "summer only" individuals. Finally, each member of the Programming Committee was also asked to complete a copy. This was done primarily to provide these individuals with a direct comparison to the potential participants. A sample questionnaire has been included in the Appendix.

The composite response rate was 35%. Considering that there was no follow-up, that it was conducted in the summer, and that many students had "finished with" Napa College, this was considered good and usable for our work. However, as with any questionnaire, interpretation was conservative. The detailed response rate breakdown was:

Programming Committee (PC): 10 of 24 possible or 42%.
Faculty, Administration, and Staff (FAS): 31 of 59 possible or 53%.
Students -- Day & Ext. Day -- (STU): 117 of 371 possible or 32%.

Later, 88 highly usable STU responses were divided and analyzed according to the student's status in Spring in the College. STU'A' -- or just A -- consisted of 42 students enrolled in a one year program, in an AA Degree program, or as a requirement of their employer. STU'B' -- or simply B -- contained 46 students here to improve occupational skills (voluntarily), for personal growth and enjoyment, or for some reason not mentioned. Not all questions were differentiated in this way. For the most part A and B figures appear only as percentages. The following pages indicate the results. Numbers in parentheses indicate percentages. Numbers before parentheses indicate actual counts. No attempt has been made to determine statistical significance.

P.E. PROGRAM (PART I)

1. While at Napa College (N.C.) have you:

	PC	FAS	STU	A	B
A. Taken P.E. as a requirement	2	6	30	(55)	(17)
B. Taken P.E. voluntarily	3	7	11	(14)	(11)
C. Not taken P.E.	3	11	36	(33)	(46)
D. Participated as an athlete	2	1	4	(10)	(0)
E. Used P.E. facilities or equipment w/o being on team or in class	6	3	7	(10)	(7)

2. If you are or were a student at N.C., are or were you exempt from P.E.?

	PC	FAS	STU	A	B
YES	2 (40)	10 (63)	37 (51)	(40)	(55)
NO	3 (60)	6 (37)	36 (49)	(60)	(45)
	5	16	73		

3. Should the present P.E. requirement:

	PC	FAS	STU	A	B
A. Be eliminated	0	7 (25)	25 (31)	(29)	(33)
B. Be reduced to 1 unit (one yr.)	1 (10)	6 (21)	17 (21)	(29)	(12)
C. Remain as is	6 (60)	12 (43)	34 (43)	(37)	(50)
D. Other	3 (30)	3 (11)	4 (5)	(5)	(5)
	10	28	80		

Of the 10 responses indicating "other" the following were suggested:

a.	P.E. classes should be 1 unit, not 1/2	(2)
b.	P.E. classes should not be graded	(1)
c.	All full time students should be required to take some P.E...	(1)
d.	P.E. should be vol. and meaningful sports	(1)
e.	Carry-over activities should be emphasized	(1)
f.	Offer optional material	(2)
g.	Make it (P.E.) optional	(3)
h.	Do not know	(1)

4. If P.E. were not required would you as a student take such classes as electives?

YES	6 (86)	17 (74)	50 (58)	(60)	(57)
NO	0 (0)	4 (17)	27 (30)	(31)	(28)
?	1 (14)	2 (9)	2 (12)	(10)	(15)
	7	23	79		

5. If you have taken college level P.E. courses do you feel that they prepared you for staying "fit" after college?

YES	5 (71)	13 (62)	24 (45)	(28)	(67)
NO	2 (29)	8 (33)	29 (55)	(72)	(33)
	7	21	53		

If "no", why not?

a.	No carry-over	(9)
b.	Bowling not much to make one fit	(4)
c.	Most P.E. classes dev. skills not fitness	(3)
d.	Fitness is an individual thing, P.E. class not nec.	(2)
e.	Not enough time	(2)
f.	Lacking personal discipline	(2)
g.	P.E. in quonset huts not very good	(2)
h.	Too much emphasis on team sports	
i.	Classes too large	
j.	Instructors lack interest and initiative in trying to improve ability of individual students	
k.	Offerings too limited.	
l.	Instructors too lax in demanding attendance & participation	
m.	I didn't follow through w/ sports taught	
n.	Only learned basics	
o.	Took classes with which I was acquainted already.	

6. Number of college P.E. courses you have taken:	PC	FAS	STU	A	B
A. 0	3 (30)	5 (19)	32 (39)	(29)	(50)
B. 1	1 (10)	3 (12)	15 (18)	(27)	(11)
C. 2		4 (15)	17 (20)	(24)	(16)
D. 3		4 (15)	6 (7)	(7)	(7)
E. 4		5 (19)	10 (12)	(12)	(9)
F. More than 4	6 (60)	5 (19)	3 (4)	(0)	(7)
	10	26	83		

7. Please indicate your actual interest in each of the following forms of P.E. -- use zero (low) to four (high).

This was one of the most productive and telling questions. The first number indicates average (mean) value. The second indicates rank order. The following sheet portrays the results graphically. When we are able to differentiate the STU group by age the differences should become even more dramatic.

	PC		FAS		STU'A'		STU 'B'	
A. Team sports as an athlete	2.34	9	0.92	11	1.36	10	0.92	10
B. Team sports as a spectator	2.89	5	2.85	2.5	2.36	5	2.02	6
C. Team sports as a cheerleader, etc.	1.33	11	1.20	10	0.76	11	0.89	11
D. Fitness classes	2.10	10	1.93	8	2.19	6	2.50	5
E. Recreational swimming	2.90	4	2.85	2.5	2.74	3	2.86+	1
F. Specific sport classes	3.00	3	2.68	4.5	2.67	4	2.86-	2
G. Intramural team sports	2.63	7	1.52	9	1.67	9	1.44	9
H. Facil. use by indiv. w/ help	2.76	6	2.92	1	2.76	2	2.72	3
I. Facil. use by indiv. w/o help	3.11	2	2.42	6	1.91	7	1.64	8
J. Facil. use by sm. group w/help	3.26	1	2.68	4.5	2.96	1	2.52	4
K. Facil. use by sm. group w/o help	2.50	8	2.21	7	1.71	8	1.76	7

The groupings for the "primary users" (and largest group) are:

a. Highest: E, F, H, & J
b. Mid. High: D & B
c. Mid. Low: I, K, & G
d. Lowest: A & C

REC AND LEISURE ACTIVITIES (PART II)

The next six questions form a group concerned with how the various publics presently spend their leisure time. They indicated 90 separate activities across the various time periods. Question six asked that they indicate the number of people with whom they shared each listed activitiy. At the upper end of the code (above 50 people) it became a problem to give this type of information. For example, you may go to a concert with your wife and another couple. Is this recorded as a code 3 (i.e. with 2-9 other people) or as a code 6 (i.e. with over 500)? Fortunately, this is not so great a problem in the lower to middle ranges.

Obviously not all leisure activities were listed by everyone. Some interpreted this as meaning only "active" physical items. Others listed practically everything. Despite this, the 90 items and to some degree the frequencies have meaning for us.

Activities of high frequency are listed by group. Those of low frequency are simply listed without differentiation.

1. Activities most important to you during breaks, between classes, and/or at lunch:

	PC	FAS	STU = A + B
Cards/Games	1	5	11
Conversation	3	11	33
Frisbee	1	0	5
Reading	3	10	33

	PC	FAS	STU = A + B
Relaxing/Loafing	0	8	7
Studying	2	3	11
Table Tennis	0	0	3
TV/Hi-Fi/Radio	0	1	7
Volleyball	1	0	3
Walking	1	6	12

Other:

Badminton
Baseball
Basketball
Bicycling
Birdwatching
Bowling
Chores: Outdoor
Chores: Indoor
Church
Exercises
Golf
Putting
Horseback Riding
Meetings
Art Projects
Pool (Billiards)
Shopping
Sunbathing
Swimming
Tennis
Thinking
Writing
Yoga

2. Activities before and after work or classes:

	PC	FAS	STU = A + B
Baseball	0	0	6
Bicycling	1	4	4
Bowling	0	0	4
Chores: Outdoor	2	4	10
Chores: Indoor	0	2	11
Conversation	0	5	6
Cooking	0	1	5
Exercises	0	0	4
Golf	2	3	8
Jogging	1	1	4
Reading	0	7	18
Relaxing/Loafing	0	2	4
Studying	0	2	10
Swimming	4	2	15
Tennis	2	1	7
TV/Radio/Hi-Fi	2	2	12
Walking	0	2	7

Other:

Acting
Basketball
Birdwatching
Boating
Building Projects
Cards/Games
Childcare
Dating
Driving
Fishing
Football
Frisbee
Handball
Hiking/Climbing
Horseback Riding
Hunting
Meetings
Movies
Musical Pract/Perf.
Art Projects
Photography
Pool (Billiards)
Sewing
Shopping
Water Skiing
Table Tennis
Team Practice/Perf.
Team: Pompon, etc.
Team: Spectator
Trail Bike Riding
Weight Lifting
Work on Cars
Writing

3. Activities during evenings:

	PC	FAS	STU =	A + B
Baseball	1	0	5	
Bicycling	0	5	4	
Bowling	0	2	9	
Cards/Games	1	2	13	
Chores: Outdoors	1	7	5	
Conversation	3	7	11	
Dancing	0	1	6	
Jogging	1	0	4	
Meetings	0	1	5	
Movies	2	1	9	
Party-Going	0	2	7	
Reading	3	12	34	
Sewing	0	1	7	
Sex	0	1	4	
Studying	2	2	12	
Swimming	0	2	8	
Tennis	0	2	4	
TV/Radio/Hi-Fi	5	11	43	
Walking	0	4	7	

Other:

Badminton
Bar-B-Q
Basketball
Building Projects
Chess
Childcare
Chores: Indoor
Concerts/Theatre
Dating
Dining Out
Driving
Entertaining
Exercises
Exhibits
Fishing
Football
Frisbee
Golf
Handball
Hobbies
Horseback Riding
Musical Pract/Perf
Art Projects
Pool (Billiards)
Relaxing/Loafing
Stargazing
Table Tennis
Team: Pompon, Etc.
Team: Spectator
Thinking
Volleyball
Weight Lifting
Writing

4. Activities on weekends:

	PC	FAS	STU =	A + B
Baseball	0	0	7	
Bicycling	1	6	9	
Bowling	0	5	7	
Building Projects	3	0	6	
Camping	2	6	9	
Cards/Games	0	2	4	
Childcare	0	0	4	
Chores: Outdoor	2	10	13	
Chores: Indoor	1	8	5	
Church	1	3	4	
Conversation	0	4	8	
Dancing	0	0	10	
Dating	0	0	6	
Driving	1	1	4	
Exercises	0	0	8	
Fishing	3	4	6	

	PC	FAS	STU	= A + B
Golf	1	3	16	
Hiking/Climbing	1	4	13	
Horseback Riding	1	1	6	
Movies	1	2	12	
Party-Going	0	1	5	
Picnicing	0	1	7	
Reading	0	7	12	
Snow Skiing	2	2	6	
Water Skiing	1	0	10	
Studying	1	0	5	
Swimming	4	6	31	
Team: Spectator	4	4	8	
Tennis	2	1	14	
Travel: Sightseeing	1	7	17	
TV/Hi-Fi/Radio	3	3	10	
Walking	0	3	9	

Other:

There are 43 additional items which received from 1 to 3 indications. Eliminate from those listed under Question 3:

Chess
Hobbies
Stargazing
Table Tennis
Team: Pom Pon, etc.
Weight Lifting

And add:

Acting
Archery
Birdwatching
Boating
Boating (Sail)
Boating (Motor)
Boating (Canoe)
Canning
Cooking
Croquet
Flying
Horseshoes
Hunting
Ice Skating
Kite Flying
Photography
Shopping
Skin Diving
Sunbathing
Trailbike Riding
Work on cars

5. Activities on vacations;

	PC	FAS	STU	= A + B
Bicycling	1	0	4	
Boating (All types)	2	9	19	
Camping	2	9	19	
Conversation	1	3	5	
Fishing	4	6	15	
Golf	2	3	5	
Hiking/Climbing	2	9	22	
Horseback Riding	0	2	8	
Picnicing	1	0	4	
Reading	0	5	7	
Relaxing/Loafing	0	2	7	
Snow Skiing	2	1	4	
Water Skiing	1	0	9	
Swimming	4	7	32	
Tennis	2	2	4	

	PC	FAS	STU	=	A + B
Travel: Sightseeing	3	11	28		

Other:

Again, 43 additional activities were listed. New items were:

Drag Racing	Shuffleboard
Horse Shows	Foreign Travel

6. This question -- number of people involved in each activity -- is too cumbersome to handle by hand. The computer will be used for this later.

7. What additional programs, activities, or facilities would you use and, therefore, like to see provided?

	PC	FAS	STU	=	A	B
A. Putting Green	4 (40)	10 (39)	30 (34)		(31)	(37)
B. Riding Trails	1 (10)	8 (31)	33 (33)		(45)	(28)
C. Boating Classes	1 (10)	6 (23)	31 (35)		(38)	(28)
D. Handball Courts	5 (50)	5 (19)	20 (23)		(26)	(20)
E. Pitch & Putt Course	5 (50)	7 (27)	20 (23)		(19)	(26)
F. Small Arms Range	4 (40)	4 (15)	25 (28)		(40)	(22)
G. Tennis Courts	5 (50)	20 (78)	44 (50)		(62)	(37)
H. Shuffleboard	1 (10)	7 (27)	13 (15)		(17)	(13)
I. Walking Trails	5 (50)	15 (58)	41 (47)		(45)	(48)

The above nine items were listed in the questionnaire to get the respondents thinking. Unfortunately many stopped there even though nine blank lines were provided. Consequently, the above percentages are based upon TOTAL responses. The percentages below are based upon those who wrote something in only. The figure below illustrates the breakdown:

	PC	FAS	STU	A + B
Total useable responses	10	26	88	
Number writing in ideas	7	11	35	
% of Total	(70)	(42)	(40)	

Written-in items with a high percentage were:

	PC	FAS	STU	A	B
Swimming Pool	5 (71)	9 (82)	19 (54)	60	49
Biking Trails	0 (0)	4 (36)	3 (9)		

Additional items receiving 1 - 4 write-ins were:

Across All Groups:

Horseshoes
Gymnasium
Archery Range

Across Two Groups:

Badminton Courts
Outside Basketball Courts
Volleyball Courts
Pool (Billiards)
Modern Dance
Discussion Court or Lawn
Playground Equipment
Dances
Drama Theatre

Single Groups: PC

Survival Classes
Debates
Judo
Boxing
River Use
Weight Training
Crew

Single Group: FAS
Sundeck
Miniature Golf

Single Group: STU

Sensitivity Groups
Baseball Diamonds
Fencing
Go Carts
Physical Fitness
Skiing Classes
Table Tennis
Hiking Program
Bowling
Bridge Lessons
Greek Theatre
Skating Rink

8. Do financial limitations keep you from participating in activities requiring a fee?

	PC	FAS	STU	A	B
Yes	1 (11)	7 (27)	28 (35)	(29)	(35)
No	8 (89)	19 (73)	44 (56)	(57)	(50)
Sometimes			7 (9)	(14)	(15)
	9	26	79		

9. Level of activity to which you are physically limited:

	PC	FAS	STU	= A + B
A. No limitation	9 (90)	17 (63)	70 (83)	
B. Moderate movement	1 (10)	9 (33)	11 (13)	
C. Light or slow movement		1 (4)	2 (2)	
D. Seated activity only			1 (1)	
	10	27	84	

10. Are you in relatively "good shape"?

	PC	FAS	STU	A	B
Yes	9 (90)	20 (74)	55 (65)	(62)	(65)
No	1 (10)	7 (26)	28 (33)	(36)	(30)
So/So			1 (1)	(2)	(4)
	10	27	84		

Most frequent comment: Overweight (11)

1.

AGE	PC	FAS	STU 'A'	STU 'B'
17 - 20	1 (10)	1 (4)	(55)	(15)
21 - 24	0	3 (11)	(14)	(9)
25 - 29	0	2 (7)	(14)	(11)
30 - 39	1 (10)	7 (26)	(10)	(22)
40 - 49	6 (60)	10 (37)	(7)	(24)
50 & up	2 (20)	4 (15)	(0)	(9)
	10	27		

2.

SEX	PC	FAS	STU 'A'	STU 'B'
Male	9 (90)	7 (27)	(48)	(38)
Female	1 (10)	19 (73)	(52)	(61)
	10	26		

3. Home Location

	PC	FAS	STU	= A + B
Napa	6 (67)	25 (96)	79 (91)	
Vallejo		1 (4)	2 (2)	
St. Helena			2 (2)	
Calistoga			1 (1)	
Vacaville	1 (11)			
Concord			1 (1)	
Other	2 (22)		2 (2)	
	9	26	87	

4. Hours Working

	PC	FAS	STU	= A + B
A. None			27 (31)	
B. 1 - 9	2 (20)		4 (5)	
C. 10 - 19		1 (4)	10 (11)	
D. 20 - 29			9 (10)	
E. 30 - 40	3 (30)	12 (46)	18 (20)	
F. 41 ⟶	5 (50)	13 (50)	20 (23)	
	10	26	88	

5. Level of physical activity involved in employment:

	PC	FAS	STU	= A + B
A. Light activity	1 (10)	2 (8)	4 (6)	
B. Light exercise	7 (70)	20 (77)	26 (41)	
C. Active exercise		3 (11)	23 (36)	
D. Very active exercise	1 (10)	1 (4)	7 (11)	
E. Severe exercise	1 (10)		4 (6)	
	10	26	64	

6. Primarily housewife w/ children at home.

Question voided -- too ambiguous.

7. Marital status:

	PC	FAS	STU	A	B
A. Married w/ children	9 (90)	17 (66)	36 (42)	(27)	(58)
B. Married w/o children		1 (4)	6 (7)	(2)	(12)
C. Divorced w/children		3 (11)	4 (5)	(7)	(2)
D. Single or div. w/o children	1 (10)	3 (11)	33 (39)	(56)	(33)
E. Engaged			4 (5)	(5)	(2)
F. Other		2 (8)	2 (2)	(2)	(2)
	10	26	85		

8. Est. Family Income

	PC	FAS	STU	A	B
A. 4,000			9 (10)	(17)	(2)
B. 4,000 - 5,999		2 (7)	6 (7)	(5)	(9)
C. 6,000 - 7,999		1 (4)	8 (9)	(7)	(9)
D. 8,000 - 9,999	1 (10)	4 (14)	15 (17)	(19)	(15)
E. 10,000 - 14,999	4 (40)	15 (54)	30 (35)	(31)	(39)
F. 15,000 - 19,999	1 (10)	3 (11)	12 (14)	(12)	(15)
G. 20,000 - 24,999	2 (20)	1 (4)	1 (1)	(2)	(0)

	PC	FAS	STU	A	B
H. 25,000 - 29,999	2 (20)				
I. 30,000 →					
J. No Idea		2 (7)	3 (3)		
K. Blank or none of our business			3 (3)	(7)	(11)
	10	28	87		

9. Attended N.C. as Day or Ext. Day

	PC	FAS	STU	A	B
A. Not at all	5 (50)	8 (30)	6 (7)	(0)	(14)
B. One semester	2 (20)	1 (4)	19 (22)	(10)	(34)
C. Two semesters	2 (20)	8 (30)	23 (27)	(33)	(27)
D. Three semesters		3 (11)	6 (7)	(7)	(5)
E. Four semesters		2 (7)	18 (21)	(31)	(9)
F. Five or more semesters	1 (10)	5 (19)	13 (15)	(19)	(11)
	10	27	85		

10. Status if student:

	PC	FAS	STU	A	B
A. One year program			2 (3)	(5)	
B. A.A. terminal			3 (4)	(7)	
C. A.A. transfer	1 (50)	2 (20)	33 (43)	(81)	
D. Required by emp.			3 (4)	(17)	
E. Improving occ. skills		4 (40)	10 (13)		(22)
F. For growth, enjoyment, etc.	1 (50)	3 (30)	20 (26)		(41)
G. Other		1 (10)	5 (7)		(37)
	2	10	76		

These results should be reconfirmed annually to observe shifts of data. Naturally, considerable improvement could be made. Such reconfirmation should be an integral part of the continuing process.

The second means of assessment was to interview both Napa City and County Directors of Planning, other key individuals of the area, and people directly connected with the College. This was an informal form of interview intended to develop and clarify assumptions about the future of this area and the role of recreation. The information obtained has influenced the programs in many ways. The data will not be reported separately here.

An additional source of data as well as a device to generally verify assumptions about participants and needs was to visit a variety of similar institutions and facilities. The benefits of such an activity are considerable if the visitations are made AFTER much initial thinking has been done by the planners. First, the members knew what the key problems and questions were. Thus, they knew for what to look and about what to ask. Second, both educational and physical data and innovations were considered. Thus the visitors knew why certain features existed and why others had been eliminated.

Eleven installations were visited (see Appendix). Some were, as expected, more fruitful than others. As before much of the educational information influenced many of decisions made. Again, these will not be singled-out here. Where facilities were impressive they have been indicated in this report for assistance to the architect.

One unexpected benefit was the beginning of a series of periodic meetings between Sonoma State College and Napa College. Dr. G. Edward Rudloff met with members of the D-M Group to discuss mutual problems and future prospects. It is expected that such exchanges will continue and will be expanded to include other key institutions.

A few comments are necessary relative to a College situation that effects these educational programs and facilities. For many reasons -- some traditional, some administrative, and many artificial -- a distinction exists between Day and Extended Day students. The State reinforces this many ways such as the manner in which information is provided and, likewise, requested. Facility planning must be based upon Day enrollment rather than upon peak load projections. Although data are not immediately available, it appears reasonable to hypothesize that this distinction produces an educational discrimination resulting in at least two "classes" of student.

This report respects the present existance of this unfortunate situation. However, educationally, it is designed to move toward a transitional differentiation based upon credit vs. non-credit status.

Finally, at this time two-year programs in either physical or recreational education appear unwarranted. A few community colleges in the general Bay Area presently offer such programs in Recreation. These appear to be fulfilling the employment needs generated. Recreation directors feel that a four-year degree is a must for positions such as director and assistant. The present trend is toward a master's degree for positions in major cities. Lesser positions are easily filled with four-year college students working part-time. Thus, a student holding a two-year degree would soon be priced out of the market. There are virtually no job prospects for two-year degree holders in Physical Education.

3.3.0. COURSE OFFERINGS BY QUARTERS:

The Decision-Making Group (D-M-G) developed four categories of college-credit course offerings. These are to meet in part the goals with respect to the identified users and needs. See Section 3.6.0 for discussion of non-credit offering responsibility. The four categories are:

1. Activities: Courses in this category are intended to emphasize instruction directed toward 1) meaningful personal use of leisure time as well as 2) attainment and maintenance of appropriate, individual physical health and skills. The prefixes of PE or Recreation used individually before "Activities" are incomplete descriptions and, therefore, are inappropriate. Courses in this category are intended for all students and meet the present State PE requirements.

2. High Competence Activities (Hi Comp Activities): Although open to all students, courses in this category are intended primarily for PE Majors and Minors (and eventually for Rec. Majors and Minors). A significantly higher level of individual skill and development is required in these courses.

3. Physical Education Majors and Minors (PE M/M): As the title implies, courses here are aimed at meeting the special academic needs of this specific group of students. However, it is intended and expected that these courses will be such that they appeal to other students -- particularly those in Recreation.

4. Recreation Majors and Minors (Rec M/M): As in #3 courses in this category are to meet the special academic needs of a certain group of students. Again, they are open to all students -- particularly those in Physical Education (PE).

Using these four categories the members of the D-M-G each generated courses appropriate for the goals, users and needs in each of the three planning periods. The results were grouped and discussed at length. Revised lists of courses by category as well as a list of Community Uses (see Section 3.6.0) were developed and distributed to each D-M-G member for evaluation. Ranking was used to arrive at the approximate relative importances of courses to be offered initially. (See Appendix for the instructions and forms used). After ranking the results were discussed and revised as necessary. This process was not used to arrive at absolutes. Rather its value rested in providing a framework for comprehensive and systematic thought.

The following three tables indicate the courses to be offered initially during typical fall, winter, and spring quarters. See Section 4.0.0 for specific descriptions. "Basic" indicates the introductory level of a course; "Adv." indicates the advanced level. The High Competence Activities are the third level of activities and are listed separately. Other qualifications, limitations, or clarifications are given following a colon (e.g. Men = for men only; Women = for women only; etc.). "Oriental Combat" is the abbreviation for Oriental Combatives (i.e. Judo, Karate, etc.).

TABLE 3.3./1. -- Typical Fall Quarter Offerings

Activities:

- Adaptive PE
- Archery: Basic
- Archery: Adv.
- Badminton: Basic
- Badminton: Adv.
- Bowling
- Dance (modern): Basic
- Dance (folk & sq.)
- Fencing: Basic
- Golf: Basic
- Gymnastics: Basic
- Handball
- Oriental Combat: Basic
- Physical Fitness
- Skin/SCUBA Diving
- Swimming: Basic
- Swimming: Adv.
- Team Sports: Co-ed
- Team Sports: Men
- Team Sports: Women
- Tennis: Basic
- Tennis: Adv.
- Weight Train'g/Lift'g
- Wrestling

High Competence Activities:

- Basketball: Men
- Cross Country: Men
- Fencing: Co-ed
- Field Hockey: Women
- Football: Men
- Soccer: Men

PE Majors/Minors:

- Intro to PE
- Officiating
- Work Experience: PE

Recreation Majors/Minors:

- Intro to Rec
- Life Saving
- Work Experience: Rec.

TABLE 3.3./2. Typical Winter Quarter offerings

Activities:

Adaptive PE
Badminton: Basic
Badminton: Adv.
Bowling
Dance (modern): Basic
Dance (modern): Adv.
Dance (folk & sq.)
Fencing: Basic
Fencing: Adv.
Gymnastics: Basic
Gymnastics: Adv.
Handball
Intramural & Recreational Games
Oriental Combat: Basic
Oriental Combat: Adv.
Physical Fitness
Snow Skiing
Swimming: Basic
Swimming: Adv.
Synchron. Swim: Basic
Team Sports: Co-ed
Team Sports: Men
Team Sports: Women
Tennis: Basic
Water Polo
Weight Train'g/Lift'g

High Competence Activities:

Basketball: Men
Basketball: Women
Fencing: Co-ed
Wrestling: Men

PE Majors/Minors:

Activities for Fitness and Leisure
Care and Treatment of Athletic Injuries
Officiating
Work Experience: PE

Recreation Majors/Minors:

Life Saving
Rec Leadership
Work Experience: Rec.

TABLE 3.3./3. -- Typical Spring Quarter offerings

Activities:

Adaptive PE
Archery: Basic
Archery: Adv.
Badminton: Basic
Badminton: Adv.
Bowling
Camping
Dance (modern): Basic
Diving: 1 & 3 Meter
Fencing: Basic
Golf: Basic
Golf: Adv.
Gymnastics: Basic
Handball
Oriental Combat: Basic
Physical Fitness
Skin/SCUBA Diving
Swimming: Basic
Swimming: Adv.
Team Sports: Co-ed
Team Sports: Men
Team Sports: Women
Tennis: Basic
Tennis: Adv.
Water Skiing
Weight Train'g/Lift'g
Boating

High Competence Activities:

Baseball: Men
Fencing: Co-ed
Golf: Men
Golf: Women
Swimming: Men
Swimming: Women
Tennis: Men
Tennis: Women
Track & Field: Men

PE Majors/Minors:

Games and Relays
Officiating
Work Experience: PE

Recreation Majors/Minors:

Camping Leadership
Water Safety Instr'n
Work Experience: Rec.

Certain courses were selected to be offered three times in two years -- or in alternate quarters. Unless demand indicates otherwise, this situation should be reviewed during course scheduling. These courses are:

Dance (folk & square)
Gymnastics: Advanced
Oriental Combatives: Advanced
Skin/SCUBA Diving

Many of the individual Activity courses listed will be multi-sectioned. Certain factors should be considered by the faculty and administration in determining which activities should be multi-sectioned and how many sections should be offered. In order these are:

1. Student demand may indicate offering many sections of popular activities. HOWEVER, a student should experience a broad variety of activity options. Therefore, a balance should be sought between these positions. For example offering two sections each of five different activities seems far better than offering only one section each in four activities and six in another.

2. The original and up-dated rankings should influence this since they reflect a breadth of opinion.

3. Optimal sectional enrollment should be considered relative to achieving the target student/faculty ratio for the quarter.

4. Scheduling conflicts and faculty availability/capability appear about equal as fourth factors.

An additional advantage inherent in multi-sectioning is that of being able to provide a variety of emphases. Two examples of this are:

Physical Fitness: Exercises and Weights
Physical Fitness: Exercises and Jogging
Physical Fitness: Exercises and Swimming
and
Gymnastics: General
Gymnastics: Tumbling
Gymnastics: Trampoline

This naturally does not preclude such variety from occurring within any one section.

Finally, Independent Study and Group Special Study -- courses primarily intended for Majors/Minors yet open to all students -- have not been indicated they should be available when needed and justified. The faculty and administration should remember that such courses offer many advantages:

1. They offer the student the ultimate in independent self-direction and discovery.

2. They can be the spawning ground for course innovations.

3. Experimental directions can be tested on a temporary basis before going through the lengthy curricular approval process.

When considering the prospect of new courses it is well to consider that existing courses have a tenacious persistence. This is particularly true in physical education where tradition is a strong factor. Consequently, old courses periodically should go thru a justification process as rigid as that required of new offerings. This should occur informally at the end of each quarter. Formally it should happen at least once every two years.

3.4.0 ANTICIPATED STUDENT ENROLLMENTS:

Table 3.4./1 illustrates the calculation methods used for deriving anticipated quarterly activity enrollments. Table 3.4./2 summarizes the resulting quarterly enrollments for each of the first five years of operation in the new facilities. For State facility planning purposes 1973-74 is the academic year of "occupancy", but 1976-77 is considered the "design or calculation basis" academic year. Further clarifications follow the tables.

TABLE 3.4./1. -- Sample Calculations for Quarterly Activity Enrollment Estimates Using the 1976-77 Academic Year

1. Total Day Graded Students (TDGS)	2947	
2. Eligible for PE (66% of TDGS)	1945	
3. PE M/M expected *	100	
4. Non-PE M/M expected (#2 less #3)		1845
5. PE M/M in Hi Comp Activities (50% of #3)	50	
6. PE M/M not in Hi Comp Act. (#3 less #5)	50	
7. PE M/M in Hi Comp take 2 Activities (#5 times 2)		100
8. PE M/M not in Hi Comp take 3 Act. (#6 times 3)		150
9. Equivalent students expected in Activities		2095
10. Weekly Student Contact Hours (WSCH) in Activities only (#9 times 2 hrs/week)	4190	
11. Average number Activity sections required (#9 ÷ 35 students average per section)	60	
12. FTE faculty required for Activities only (#11 ÷ 10 Activity sections = full FTE load)	6.0	
13. Rec M/M expected (33% of #3)	33	

TABLE 3.4./2 -- Significant Quarterly Enrollment Figures for Each Academic Year from 1973-74 through 1977-78.

	73-4	74-5	75-6	76-7	77-8
Total Day Graded Students (TDGS)	2584	2784	2860	2947	3024
Eligible for Activities	1706	1837	1888	1945	1996
PE M/M expected	88	95	97	100	103
Rec M/M expected	29	32	32	33	34
Equivalent Students in Activities	1838	1979	2033	2095	2150
Weekly Student Contact Hours (WSCH) in Activities alone	3676	3958	4066	4190	4300
Average no. of Activity sections required	53	57	58	60	61
FTE faculty required for Activities	5.3	5.7	5.8	6.0	6.1

*See section 3.3.0 for abbreviations

Total Day Graded Students (TDGS): These figures are taken directly from the California State Finance Department estimates recorded on their Form BD-240 for 20 June 1969. To date these estimates have been quite accurate. For this reason they have been used for enrollment projections here. However, the estimates were prepared prior to the enrollment cutbacks at the State Colleges and the University of California. Such cutbacks will have a decided effect upon Community Junior College enrollments in general and upon Napa College specifically. For a number of complex reasons it seems reasonable to assume that such cutbacks are going to be of more than a temporary nature. Therefore, prior to submitting the Preliminary Plan Package (PPP) (see Section 2.5.0.) and each year thereafter the actual fall enrollment and new BD-240 figures should be compared. Adjustments as necessary then should be made in the figures and calculations used here. This comparison is quite important, since both the academic and faculity programs are affected.

Eligible for PE (Physical Education): Enrollment in Activity courses is required of all full-time students. Certain exceptions are made for age or medical reasons. It is quite probable that this will eventually be eliminated as a State requirement. At such time Napa College will have a range of options available between continuation of the requirement on a local basis to total elimination of it. The latter direction seems more appropriate in the college environment. However, this requires "selling" the benefits of physical health and recreational skills to the students. This prospect has been a conscious concern of the D-M group and is one reason for the emphasis on recreationally or "carry-over" oriented Activities. Again, this respects and reflects the planning concept of keeping options open.

Therefore, for immediate planning purposes it has been assumed that the demand for Activities will exist and will involve 60% of the students (TDGS). For some degree of safety a contingency factor of 10% of the 60% or 6% of TDGS has been added. This results in the 66% of TDGS used and shown. This assumption was verified approximately in four ways:

1. Napa College enrollments in PE Activities were as follows for the semesters indicated:

a.	Fall 1968-9	57.5 %	Final
b.	Spring 1968-9	57.2 %	Final
c.	Fall 1969-70	67.0 %	4th week

2. The sample of Spring 1968-69 students discussed in Section 3.2.0 indicated that 58 % would take PE classes (Activities) as electives if same were not required. Also 12.5 % had taken such courses voluntarily while at Napa College.
3. Discussions with Community Junior Colleges visited indicated that 60 % agreed with their experience.
4. Sonoma and Hayward State Colleges -- where PE is no longer required of all students -- found their enrollments at approximately the 60 % level.

It should be noted that the 66 % TDGS is used to arrive at course needs and teaching loads. Since students not enrolled in Activities as well as faculty and staff also will use the facilities, an estimate of 75% of TDGS is used to determine locker, shower, and related needs (see Section 5.1.1).

Finally, relative to Activity enrollments and teaching loads, the enrollment figures shown are assumed as applying to each quarter of the academic year under consideration. Based upon past experience it is normal to anticipate a semesterly decline or attrition. However, the attrition rate at Napa College is 1) inconsistent and 2) generally dropping. Further, the many factors influencing enrollments are so variable that the College may soon experience quarterly stability or, possibly, increase during a given year. Therefore, quarterly enrollment stability was assumed. The number of activity sections indicated is the average for a typical quarter. This number will vary each quarter to balance teaching loads. See Section 3.5.0 and particularly Table 3.5./2 for explanation and further details.

Physical Education (PE) Majors and Minors (PE M/M): At Napa College -- as with other Community JC's -- a record of students declaring particular majors and minors is not kept. Enrollment figures and patterns in the present "introductory" courses as well as faculty experience were used to arrive at the figures shown. Fluctuations in these figures influence scheduling far more than facilities. Therefore, this also is an area to check frequently when reviewing curricula. PE M/M take more Activity sections per quarter than other students in order to develop both breadth and depth of competance. The effect of this on Activity enrollment is shown in #7 and #8 of Table 3.4./1.

Recreation (Rec) Majors and Minors (Rec M/M): Estimates of enrollments for Rec M/M were derived in the same way as for PE M/M. However, since recreation is a newer field, estimates were based on less data. Interest in this area will develop rapidly as more human resources are focused on better uses of leisure. The short-range period -- 1973 thru 1977-8 -- will provide a better data base for subsequent planning. For this initial period a ratio of 3:1 for PE M/M to Rec M/M appears appropriate.

Table 3.4./3 summarizes the courses initially offered under High Competence Activities and provides enrollment as well as faculty load data. Such courses exist primarily to provide for the higher level of ability development required of PE M/M transfers at four-year institutions. However, enrollment by skilled non-majors is not precluded. In this sense the courses are viewed as highly advanced sections of basic activities. Normally interschool competition is necessary to provide a sufficient challenge for the developing competencies. Traditionally intercollegiate athletics provide for this. However, greater creativity and variety are possible for growth in directions beyond the initial offerings indicated. This is particularly important for the small institution, and especially critical are the frequently overlooked areas of women's and co-educational courses.

TABLE 3.4./3 -- High Competence Activity Enrollments and Teaching Load Information by Quarter: Summary.

Quarter	Activity Course	Enrollment	Hourly Faculty Load		FTE
Fall:	Basketball: Men	12	4.5		
	Cross Country: Men	10	3.0		
	Fencing: Co-ed	12	3.0		
	Field Hockey: Women	26	3.0		
	Football: Men	44	24.0	(4 @ 6 hrs ea.)	
	Soccer: Men	40	3.0		
		144	40.5	÷ 15 Hrs./FTE =	2.70
Winter:	Basketball: Men	12	4.5		
	Basketball: Women	12	3.0		
	Fencing: Co-ed	12	3.0		
	Wrestling: Men	16	3.0		
		52	13.5	÷ 15 Hrs./FTE =	0.90
Spring:	Baseball: Men	18	6.0		
	Fencing: Co-ed	12	3.0		
	Golf: Men	8	3.0		
	Golf: Women	8	3.0		
	Swimming: Men	40	6.0		
	Swimming: Women	20	3.0		
	Tennis: Men	16	3.0		
	Tennis: Women	10	3.0		
	Track and Field: Men	40	9.0	(6.0 + 3.0)	
		172	39.0	÷ 15 Hrs./FTE =	2.60

The enrollments indicated are "optimal" for each Hi Comp Activity. Add 30% to obtain "maximum" enrollments. Such courses meet for 10 contact hours per week. Using this the WSCH generated are:

Hi Comp Act.:	Fall	Winter	Spring	Total	Average
Optimum:	1440	520	1720	3680	1227
Maximum:	1872	676	2236	4784	1595

Faculty loads are shown and summarized for use in Section 3.5.0 Note that initially football and track use team-teaching with loads as indicated.

Table 3.4./4 indicates like information on courses for PE Majors and Minors.

TABLE 3.4./4. -- PE Majors and Minors department-offered course enrollments and teaching load information by quarter: Summary.

Quarter and Course	Units	Optimum #/Sect'n	#of Sect'ns	Total Enroll-ment	WSCH	Hourly Fac. Load	FTE
Fall:							
Introduction to PE	3	35	2	70	210	6	
Officiating	1	35	2	70	140	2	
Work Experience: PE	1	35	1	35	70	1	
					420	9 ÷ 15 Hrs/FTE=	0.60
Winter:							
Activities for Fitness and Leisure	3	35	1	35	140	3	
Care and Treatment of Athletic Injuries	3	35	2	70	280	6	
Officiating	1	35	2	70	140	2	
Work Experience: PE	1	35	1	35	70	1	
					630	12 ÷ 15 Hrs/FTE=	0.80
Spring:							
Games and Relays	2	35	1	35	105	2	
Officiating	1	35	2	70	140	2	
Work Experience: PE	1	35	1	35	70	1	
					315	5 ÷ 15 Hrs/FTE=	0.33

The courses are offered as follows (per week):

Introduction to PE :	3 hours lecture
Officiating :	1 hour lecture and I hour lab.
Work Experience: PE :	2 hours individual meetings and work
Activities for Fitness and Leisure :	2 hours lecture and 2 hours lab.
Care and Treatment of Athletic Injuries :	2 hours lecture and 2 hours lab.
Games and Relays :	1 hour lecture and 2 hours lab.

Optimum quarterly WSCH are shown. Maximum and optimum figures are:

PE M/M	Fall	Winter	Spring	Total	Average
Optimum:	420	630	315	1365	455
Maximum:	480	720	360	1560	520

Table 3.4./5 gives the same information for courses under Recreation Majors and Minors. department-offered course enrollments and teaching load information by quarter: Summary.

TABLE 3.4./5. -- Rec Majors and Minors department-offered course enrollments and teaching load information by quarter: Summary.

Quarter and Course	Units	Optimum #/Sect'n	# of Sect'ns	Total Enroll-ment	WSCH	Hourly Faculty Load	FTE
Fall:							
Introduction to Rec.	3	35	1	35	105	3	
Life Saving	1.5	25	1	25	50	1.5	
Work Experience: Rec.	1	35	1	35	70	1	
				95	225	5.5 - 15 =	0.37
Winter:							
Life Saving	1.5	25	1	25	50	1.5	
Recreation Leadership	3	35	1	35	105	3	
Work Experience: Rec.	1	35	1	35	70	1	
				95	225	5.5 - 15 =	0.37
Spring:							
Camping Leadership	3	16	1	16	64	3	
Water Safety Instruction	3	25	2	50	200	6	
Work Experience: Rec.	1	35	1	35	70	1	
				101	334	10 - 15 =	0.67

Courses for Recreation Majors and Minors are offered weekly as follows:

Introduction to Recreation:	3 Hours Lecture
Life Saving :	1 Hour Lecture & 1 hour lab.
Work Experience: Rec. :	2 Hours Indiv. Meetings and Work

Recreation Leadership : 3 Hours Lecture
Camping Leadership : 2 Hours Lecture and 2 hours lab.
Water Safety Instruction : 2 Hours Lecture and 2 hours lab.

Again, optimum quarterly WSCH are shown. Maximum and optimum figures are:

Rec M/M:	Fall	Winter	Spring	Total	Average
Optimum:	225	225	334	784	A 261
Maximum:	260	260	416	936	312

Estimating courses and enrollments in both PE M/M and Rec M/M for a community college is a tentative operation at best. The material presented here is based upon educated estimation, experience of both this faculty and other colleges, and transfer requirements of proximate four-year institutions. It is felt that the material presented here is both adequate and financially appropriate for Napa College. HOWEVER, these two categories in particular must be reviewed thoroughly at least once each year.

Table 3.4.6 summarizes the WSCH for all four categories in both optimum (expected) and maximum enrollment conditions.

TABLE 3.4./6. -- Weekly Student Contact Hours (WSCH): Summary.
Using 1976-77 as the design basis academic year.

Condition	Category	Fall Quarter	Winter Quarter	Spring Quarter	Year Total	Quarterly Average
Optimum Enrollm't	Activities	4190	4190	4190	12,570	4190
	Hi Comp Actv's	1440	520	1720	3,680	1227
	Activities Totals	5630	4710	5910	16,250	5417
	PE M/M	420	630	315	1365	455
	Rec M/M	225	225	334	784	261
	M/M Totals	645	855	649	2149	716
	Overall Totals	6275	5565	6559	18,399	6133
Maximum Enrollm't	Activities	4190	4190	4190	12,570	4190
	Hi Comp Actv's	1872	676	2236	4,784	1595
	Activities Totals	6062	4866	6426	17,354	5785
	PE M/M	480	720	360	1,560	520
	Rec M/M	260	260	416	936	312
	M/M Totals	740	980	776	2,496	832
	Overall Totals	6802	5846	7202	19,850	6617

3.5.0. TEACHING, ADMINISTRATION, AND STAFF NEEDS:

The purpose of this section is to indicate specific personnel needs and the duration of same for the academic years 1973-74 thru 1977-78. The "basic" Full-Time Equivalent (FTE) information was presented in Section 3.4.0.

After careful study the D-M Group felt that one person should administer this Department. The programs or categories do not separate cleanly so as to encourage the establishment of a multiple role administration. It was further felt that an FTE of 0.75 was appropriate during each of the first five academic years.

In this context it should be noted that in each Spring quarter an additional FTE of 0.40 is assigned to administrative duties. This person (or persons) -- frequently the individual teaching football -- serves to recruit students for the departmental programs as well as for the College. This is time-consuming work and the FTE allocated was considered appropriate.

Table 3.5./1 summarizes the FTE faculty and administration requirements for everything except the Activities category. It is anticipated that the totals shown will remain relatively constant for the academic years 1973-74 thru 1977-78. See Tables 3.4./3 thru 3.4./5.

TABLE 3.5./1. -- FTE Teaching and Administrative totals for categories other than Activities.

Category	Fall	Winter	Spring
Hi Comp Activities	2.70	0.90	2.60
PE M/M	0.60	0.80	0.33
Rec M/M	0.37	0.37	0.67
Administration	0.75	0.75	1.15
Totals	4.42	2.82	4.75

A FTE teacher in Activities is responsible for ten (10) sections. This produces a contact hour load of 20 which is equivalent to a normal 15 contact hour load in lecture and similar courses. Using the 15 hour system as a base, a two hour activity class produces 1.5 contact hours of an actual teachers total load. This factor is used for arriving at the full teaching load of an actual teacher who teaches both Activities and lecture classes in the same quarter. All other load calculations are based upon the 15 contact hour system.

Teaching loads vary for each of the High Competence Activities. Faculty loads for initially offered individual courses were shown in Table 3.4./3. Each of the following potential Activity courses has a teaching load of three (3.0) hours:

Gymnastics: Co-ed
Judo: Men
Sailing: Co-ed
Snow Skiing: Co-ed
Softball: Women
Track & Field: Women
Volleyball: Co-ed
Water Polo: Men
Water Skiing: Co-ed

Tables 3.5./2 thru 3.5./6 indicate total FTE load and Activity information for each of the five initial academic years. Non-Activity category FTE totals vary considerably from quarter to quarter in a given year (see Table 3.5./1). Activity enrollments and, therefore, FTE loads have been assumed as constant across quarters for each year (see Section 3.4.0. under Eligible for PE). Further it is assumed that FTE faculty totals should be constant across quarters to avoid personnel shifting or the employment of temporary/part-time individuals. Therefore a quarterly imbalance exists and must be resolved.

A complex of factors must be considered in seeking a resolution to this problem -- now as well as each year of operation. The discussion of these follows:

1. College enrollment and, therefore, Activity enrollment will vary. However, as indicated earlier, it is impossible to predict this now. Therefore, where such variation will be helpful under conditions of operation, for the present constant enrollment must be assumed.

2. Individual faculty member loads will vary by quarter and by year. These should never exceed 10% above or below 15 hours and should average 15 hours over a two year period. Therefore, again constancy must be assumed.

3. Paying an individual teacher extra for carrying a load in excess of 15 hours is a dangerous practice. The individual, his or her family, teaching, and/or the operating budget suffer. Therefore, this alternative is eliminated here, and it should not be even considered in the future.

4. High Competence Activities are shown in what are considered the most appropriate quarters. Additions, deletions, and shifts can be used to advantage in operation. Such considerations can not be made validly at this time.

5. Some courses for both categories of Majors and Minors could be shifted to the winter quarter. However, this makes it quite difficult for students in either program to take necessary Departmental courses within two years. Although this alternative is somewhat viable, the effects on Majors and Minors should be weighed quite carefully.

The remaining mechanism for achieving quarterly balance centers upon adjusting the 35:1 student to faculty ratio. This factor can be considered both now and in future operation. Essentially that which is proposed is adherence to the ratio by year with variation by quarter. The process and resulting figures are shown in Tables 3.5./2 thru 3.5./6. Individual course enrollment tolerances as well as the large enrollment Activities -- Bowling and Team Sports -- allow for this flexibility without undue effects upon the student, teacher, or teaching.

TABLE 3.5./2 -- Actual Activity section and faculty administration requirements by quarters for 1973-74.

	Fall	Winter	Spring	Average
1. Totals from 3.5./1	4.42	2.82	4.75	
2. Ave. FTE fac for Activities (from 3.4./2)	5.30	5.30	5.30	
3. Sub-total (#1 plus #2)	9.72	8.12	10.05	9.30
4. Average sub-total FTE	9.30	9.30	9.30	
5. Totals from 3.5./1	4.42	2.82	4.75	
6. Adjusted FTE req'd for Activities (#4 less #5)	4.88	6.48	4.55	
7. Actual Activity sections req'd (#6 times 10)	49	65	46	53.3
8. Actual quarterly ave. Activity enrollment (1838 ÷ #7)	37.5	28.3	40.0	35.3
9. Actual final total FTE req'd (#1 plus #7 ÷ 10)	9.32	9.32	9.35	9.33

TABLE 3.5./3. -- Actual Activity section and FTE faculty/administration requirements by quarters for 1974-75.

	Fall	Winter	Spring	Average
1. Totals from 3.5./1	4.42	2.82	4.75	
2. Ave. FTE fac for Activities (from 3.4./2)	5.70	5.70	5.70	
3. Sub-total (#1 plus #2)	10.12	8.52	10.45	9.70
4. Average sub-total FTE	9.70	9.70	9.70	
5. Totals from 3.5./1	4.42	2.82	4.75	
6. Adjusted FTE req'd for Activities (#4 less #5)	5.28	6.88	4.95	
7. Actual Activity sections req'd	53	69	50	57.3
8. Actual quarterly ave. Activity enrollment (1979 - #7)	37.3	28.7	39.6	35.2
9. Actual final total FTE req'd (#1 plus #7 - 10)	9.72	9.72	9.75	9.73

TABLE 3.5./4. -- Actual Activity section and FTE faculty/administration requirements by quarters for 1975-76.

	Fall	Winter	Spring	Average
1. Totals from 3.5./1	4.42	2.82	4.75	
2. Ave. FTE fac. for Activities (from 3.4./2).	5.80	5.80	5.80	
3. Sub-total (#1 plus #2)	10.22	8.62	10.55	9.80
4. Average sub-total FTE	9.80	9.80	9.80	
5. Totals from 3.5./1	4.42	2.82	4.75	
6. Adjusted FTE req'd for Activities (#4 less #5)	5.38	6.98	5.05	
7. Actual Activity sections req'd (#6 times 10)	54	70	51	58.3
8. Actual quarterly ave. Activity enrollment (2033 ÷ #7)	37.6	29.0	39.9	35.5
9. Actual final total FTE req'd (#1 plus #7 ÷ 10)	9.82	9.82	9.85	9.83

TABLE 3.5./5. -- Actual Activity section and FTE faculty/administration requirements by quarters for 1976-77. *

	Fall	Winter	Spring	Average
1. Totals from 3.5./1	4.42	2.82	4.75	
2. Ave. fac. for Activities (from 3.4./2)	6.00	6.00	6.00	
3. Sub-total (#1 plus #2)	10.42	8.82	10.75	10.00
4. Average sub-total FTE	10.00	10.00	10.00	
5. Totals from 3.5./1	4.42	2.82	4.75	
6. Adjusted FTE req'd for Activities (#4 less #5)	5.58	7.18	5.25	
7. Actual Activity sections req'd (#6 times 10)	56	72	53	60.3
8. Actual quarterly ave. Activity section enrollment (2095 - #7)	37.4	29.1	39.5	35.3
9. Actual final total FTE req'd (#1 plus #7 - 10)	10.02	10.02	10.05	10.03

* Note: From the WSCH shown in Table 3.4./6 the average quarterly WSCH per FTE for optimum enrollments is 6133 - 10.03 or 611.46; for maximum enrollments it is 6617 - 10.03 or 659.72. The actual figure for Spring 1968-69 was 667.

TABLE 3.5./6. -- Actual Activity section and faculty/administration requirements by quarters for 1977-78.

	Fall	Winter	Spring	Average
1. Totals from 3.5./1	4.42	2.82	4.75	
2. Ave. FTE fac for Activities (from 3.4./2)..	6.10	6.10	6.10	
3. Sub-total (#1 plus #2)....................	10.52	8.92	10.85	10.10
4. Average sub-total FTE	10.10	10.10	10.10	
5. Totals from 3.5./1	4.42	2.82	4.75	
6. Adjusted FTE req'd for Activities (#4 less #5)	5.68	7.28	5.35	
7. Actual Activity sections req'd (#6 times 10)	57	73	54	61.3
8. Actual quarterly ave. Activity section enrollment (2150 ÷ #7)	38.0	29.4	39.8	35.7
9. Actual final total FTE req'd .... (#1 plus #7 ÷ 10)	10.12	10.12	10.15	10.13

Staff needs by comparison are much easier to assess. Clerical responsibilities are handled at present by a combination of one part-time woman, the Department Director, and, unnecessarily, the faculty. The combination of both an expanded program and staff serving 50% more students will produce the need for one full-time person to act as a secretary with at least one and preferably two half-time assistants. These latter positions could well be handled by students.

Facility operation and maintenance staff needs will depend greatly upon the degree to which the college administration relys on outside contractors. Minimum staff needs will include:

1. An equipment manager/supervisor who can also function as a trainer and administer first aid.

2. One full-time (or equivalent) individual to assist the manager/supervisor with laundry, equipment repair, equipment issue, etc.

3. The equivalent of one half-time position helping at seasonal, quarterly, or daily work peaks (Work-study students in either Major/Minor category would be appropriate).

4. Custodial staff should be expected to increase by at least one full-time equivalent.

Although the shower/locker areas will be essentially unsupervised, at least one man and one woman should be available whenever the facility is open for use. It is assumed that when primarily Recreation Commission programs are operating, the Commission will provide appropriate supervisory personnel.

Finally, the need for lifeguards will depend upon when the pool is open for student, faculty, and staff recreational swimming. Again, it is assumed that the Recreation Commission will provide lifeguards for their programs.

In all cases the faculty should not be looked to for equipment issue and check-in or for similar staff responsibilities. This is not to imply a lack of informal involvement or cooperation. Rather it does imply spheres of responsibility and procedures related thereto.

3.6.0. RELATIONSHIPS WITH OTHER INTEREST GROUPS

The physical and recreational education programs have -- to use systems parlance -- interfaces with many other interest groups. Four such interfaces are particularly important and are discussed below.

First, the facilities to be built will provide some of the largest and best equipped spaces in the Napa Valley. As such -- and in keeping with the recreation orientation goal -- large gatherings can be accommodated. The needs of the immediate campus community should have priority over those of the community at large. It is hoped that both sets of needs can be met, however.

Such needs include meetings, dances, plays, concerts, movies, exhibits, spectators, and the like. Since such uses are secondary to the main programatic functions, only basic accommodation can be provided. For example, the first choice flooring for the main gymnasium space -- Tartan -- is excellent for physical education purposes. At the same time it also allows for street shoes, tables, platforms, etc., to be used directly upon it. However, this material has a high coefficient of friction which is ideal for PE and meetings, but which is less than ideal for dances. Similarly, certain basic accommodations are made for performances and movies. These considerations include in part lighting, control, communications, and acoustics. They are indicated specifically in the appropriate following sections. The funded Little Theatre, accommodating fewer people, provides closer to ideal conditions for such functions.

Second, an interface exists with regard to a potential intramural program for the College. Both the questionnaire (Section 3.2.0.) and current participation would appear to indicate that this is not a high priority item for the students. This may be an honest expression of this student generation -- the success of intramurals a Chabot tend, however to invalidate this assumption. Alternatively it may be unpopular because neither facilities nor a comprehensive program now exist. An experimental program should be conducted over at least a two year period after the facilities are completed. Such an experiment or eventual program should integrally involve the faculty and administration of this Department. The facilities as designed for the primary educational programs easily will accommodate intramurals. The main effects will be on scheduling and minor storage space.

Third, as indicated earlier many of the present courses are conducted in facilities located off-campus and owned by others. The College has neither the financial nor spatial resources to provide all the facilities necessary for the total program. Consequently the offering and success of Activity courses such as Advanced Golf, Bowling, Water and Snow Skiing, Camping and Related Activities, Boating, Firearms, and Horsemanship and Riding plus the Work Experience programs for Majors and Minors will depend upon arrangements made with various public agencies and private businesses. It is hoped that the attitudes and actions of such agencies and businesses will encourage these activities and uses.

Fourth, and somewhat similar to number three, a community college does not have the resources to be all things to all people. As a community institution its efforts are combined with those of other institutions to provide comprehensive services to the public. Each such institution or agency defines for itself spheres of responsibility and priorities within those spheres. This already has been reflected in the report.

Fortunately a number of established and functioning bodies share in the responsibility for recreation in the Napa Valley. Examples of such are the Parks and Planning Departments of both the County and City of Napa, the Napa Recreation Commission, the Napa Town and Country Fair, similar agencies in the central and northern areas of the County, and a host of semi-public and private organizations. The College is in an excellent position to conduct studies, disseminate reports, and sponsor conferences involving these bodies. A conference based on this report could be an excellent stimulation for communication and local action.

This report is commended particularly to the City and the Recreation Commission. The City should find special interest in 1) the decisions indicated with regard to swimming facilities, and 2) the questionnaire data and general decisions that could influence the further development of Kennedy Park.

One goal stated earlier was to strengthen the existing relationship between the College and the Recreation Commission. This has been considered, and is built-in in a number of ways:

1. In addition to the report in general and their role in the continuing renewal process, the Commission should find the results of questions 5 and 7 of Part I and all of Part II of the questionnaire informative and useful.

2. Similar to the present arrangement and subject to working-out details, it is intended that the Commission and its personnel will be able to use the facilities and major equipment provided for their programs (subject to the priorities indicated in Section 3.2.0.).

3. Although it is assumed that the Commission will continue to provide the minor equipment and supplies necessary for its programs, the College will provide a lockable storage space in the facility.

4. A large instructional and recreational swimming program under Commission sponsorship is anticipated. It should be noted that the facilities are to be designed for primary use by the post-high school and adult community. This does not imply the direct exclusion of younger people. Rather, it is to encourage appropriate program development at the other schools with pools in Napa. Also space has been programmed in the central equipment area for the potential use of Commission provided portable hanging racks and nylon hanger bags for their swim programs. The types of lockers programmed do not facilitate such short-term use.

5. Many outdoor activity areas are designated for night lighting. Such lighting generally will be coin operated with a pass-key override. Thus the public will have extended hour use whether or not they are in a Commission program.

It is hoped that steps such as these will further strengthen an already excellent relationship.

4.0.0. INDIVIDUAL COURSE DESCRIPTIONS/SPACE NEEDS

4.1.0. INTRODUCTION AND DISCUSSION

The following sub-sections contain material which describes briefly each anticipated course and the related space needs. As indicated earlier this should be beneficial to the faculty, administration, and particularly, the architect.

The following is a list of the course categories covered:

Description
Enrollment
Prerequisites
Teaching Methods
Teaching Aids
Equipment/Supplies (E/S)
E/S Storage
Student Provided E/S
Special Clothing/Hygiene
Location(s)
Special Protection
Mobility/Flexibility
Materials
Light, Power, Communications
Air Conditioning (A/C)
Built-in Equipment
Special Remarks
References

Only those categories will be listed where a special requirement or item of information exists. The following remarks condition certain of the categories:

Descriptions: These have been kept quite brief. Detailed educational descriptions will be developed over the next few years. If the architect is in doubt about exactly what takes place in a course he is directed to the individual course references in the order given.

Equipment and Supplies (E/S): Although these items are normally separated, they are combined here to clarify space use, priorities, and item storage. Dimensions have not been provided. The architect is directed to the references cited.

E/S Storage: Most minor equipment and/or supplies (E/S) (e.g. bats, balls, arrows, bows, etc.) are to be stored in the central equipment area. Such materials will be issued and checked-in there by the attendants. E/S for High Competency Activities should be stored in locked cage areas since these items are of superior quality (See Chabot). Major E/S (e.g. nets, backstops, etc.) should be stored near or in the activity space. Unless noted otherwise, this material will be set-up and later taken down by the attendants. Finally, a room or cage area of approximately 100 sq. ft. should be provided for Recreation Commission Storage in the central equipment area. Only the administration, the equipment supervisor/manager, and the Recreation Commission Representative should have keys to this area.

Location(s) of Course: In addition to locational information certain critical dimensions will be listed. However, not all use dimensions will be given. The cited references should be used for this.

Material Preferences: Only where materials are of special importance will they be listed. Certain situations exist where very few options are acceptable. These will be shown and priority ranked.

DISTRIBUTION OF CERTIFICATED (CONTRACTUAL) PERSONNEL BY FULL TIME EQUIVALENTS
FALL 1966__________1970-71

		1966-67	1967-68	1968-69	1969-70	1970-71*
110	Superintendents					
211	Presidents					
212	Supervisors Deans, Ass't Deans, Supervisors					
213	Instructors					
214	Others Librarians, Counsler, Ass't Dean wrkg w/stdnts					
	Full Time Equiv. Staff					
DAY STUDENTS (13th & 14th) FULL TIME EQUIVALENTS						
RATIO FTE INSTRUCTORS TO FTE STUDENTS						
RATIO FTE STAFF TO FTE STUDENTS						

1. These are budget categories and include:
   - 110 pro rated portion of Superintendent, Assistant Superintendent
   - 211 pro rated portion of Superintendent
   - 212 pro rated portion of Director of Ath., Dean of Instr., Dean of Student Serv., Supervisors
   - 214 pro rated portion of Ass't Dean of Student Services, counselors, and librarians.

2. These figures exclude evening operations for faculty-student ratios and with the diversion of some full time staff to evening classes the ratios do not relfect the overall college pattern.

3. The FTE (full-time equivalents) for students is determined by dividing the total number of units carried by 13th and 14th grade day students by 12 (12 units equals FTE student). FTE for instructors is determined by adding together all the full-time instructors plus the time the counselors, etc., spend as classroom instructors. EXAMPLE: Two counselor-instructors teaching half-time would represent one FTE instructor.

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* Estimated

Air Conditioning: This category is assumed to include all of the following: ventilation, heating, cooling, filtration, humidification, and dehumidification. At this time no special filtration requirements (e.g. for smog, pollen, etc.) exist. Also a basic ventilation and heating system can be expected to work in all spaces. Cooling does not appear necessary or desirable now. Air quantity and distribution in the spaces are particularly important in such a facility.

References: The materials used in this and the next Section (5.0.0) are as follows:

(a) Architectural Graphic Standards (5th edition), Ramsey and Sleeper, New York: Wiley & Sons, Inc., 1956.

(b) College and University Facilities Guide for Health, Physical Education, Recreation, and Athletics, Chicago: The Athletic Institute, 1968.

(c) "Construction Standards for California School-Community Swimming Pools," John J. Klumb for Calif. St. Dept. of Ed., 1962.

(d) "Planning Physical Education and Athletic Facilities for California Junior Colleges," Conrad, Sullivan, and Rafferty for Calif. St. Dept. of Ed., 1966 (Bulletin No. 71). Special note: This particular reference should be used with caution. It represents the strong biases of Casey Conrad. Some of the detailed information is helpful; however, use other information provided as secondary after first checking this report and (b) above.

The above four items will be cited by letter and page(s) only--e.g.; (b) 42-3. Occasional reference will be made to another college. Also, individuals at Napa College will be named for having particular knowledge or access to same. Caution: use these individuals only for factual information. Do not ask them to make decisions that should be considered by the entire D-M Group.

It is believed that none of the material contained in this and the other sections of this report is in conflict with applicable construction codes and ordinances. As with other building projects both the knowledge and application of such codes and ordinances is the responsibility of the architect. No reference to these is made in this report beyond this statement.

Also, all design and construction shall reflect the need to provide for a "barrier-free" environment. Therefore, appropriate consideration shall be given to the needs of the handicapped participants. This requirement applies to students, spectators, recreation users, and classified personnel. However, it need not be applied to faculty areas so long as provisions are made elsewhere.

Abbreviations used in Sections 4.2.0. thru 4.5.0 are as follows:

min = minimum
opt = optimum
max = maximum
lect = lecture
lect-disc = lecture & discussion
lect-demo = lecture & demonstration
team = team teaching
sem = seminar
tut = tutorial
perf = student performance with criticism & help

T-V = video tapes of selves & experts
phono = phonograph records
tapes = magnetic audio tapes
graphics = charts, maps, & diagrams
comp = computer
CB/port = chalkboard: portable
CB/wall = chalkboard: wall mount
TB = tackboard
instr = instructor
port = portable

4.2.0. ACTIVITY COURSES

1. Adaptive PE 4 - 3
2. Archery: Basic 4 - 3
3. Archery: Advanced 4 - 4
4. Badminton: Basic 4 - 4
5. Badminton: Advanced 4 - 4
6. Boating 4 - 4
7. Bowling 4 - 5
8. Camping 4 - 5
9. Dance (modern): Basic 4 - 5
10. Dance (modern): Advanced 4 - 6
11. Dance (folk & sq.) 4 - 6
12. Diving: 1 & 3 meters 4 - 7
13. Fencing: Basic 4 - 7
14. Fencing: Advanced 4 - 7
15. Golf: Basic 4 - 8
16. Golf: Advanced 4 - 8
17. Gymnastics: Basic 4 - 8
18. Gymnastics: Advanced 4 - 9
19. Handball 4 - 9
20. Intramural & Rec. Activities 4 - 10
21. Oriental Combatives: Basic 4 - 10
22. Oriental Combatives: Advanced 4 - 11
23. Physical Fitness 4 - 11
24. Skin and SCUBA Diving 4 - 12
25. Snow Skiing 4 - 12
26. Swimming: Basic 4 - 12
27. Swimming: Advanced 4 - 13
28. Swimming: Synchronized 4 - 13
29. Team Sports: Co-ed. 4 - 13
30. Team Sports: Men 4 - 14
31. Team Sports: Women 4 - 14
32. Tennis: Basic 4 - 14
33. Tennis: Advanced 4 - 15
34. Water Polo 4 - 15
35. Water Skiing 4 - 15
36. Weight Training/Lifting 4 - 16
37. Wrestling 4 - 17
Special Notes 4 - 17

1. ADAPTIVE PHYSICAL EDUCATION: Description: Totally individualized instruction for students with physical handicaps and or defects. Enrollment: 20 students max and optimum (State Law limit); co-ed. Prerequisites: Unable to take regular activities because of physical handicap or defect. Teaching Methods: Lect, lect-disc, lect-demo (all 3 only for common problems), team, tut, and perf. Teaching Aids: T-V, phono, graphics, comp, and movies. E/S: CB/port, CB/wall, TB, tables & chairs for instr & students (4), Poleroid-Land camera w/tripod, and plumb bob. E/S storage: Locked storage for P-L camera (w/T-V). Locations: No special room, will use other areas -- particularly physical fitness and dance spaces for weights, mats, mirrors, etc. References: Bev Estes.

2. ARCHERY: BASIC: Description: Instruction in "range" shooting at 20, 30, and 40 yards. Emphasis on basic skills in shooting, form, terminology, scoring, and some tournament situations. Enrollment: 40 max, 30 opt; co-ed. Teaching Methods: Lect-disc, lect-demo, and perf. Teaching Aids: T-V, graphics, movies (16mm and continuous strip), and film strips (with records). E/S: Equipped lecture room with provision for movies, movie projector (16mm), film strip/phono combination, T-V video tape recorder and tape storage, 2 arrow racks each to hold 40 sets of six (6) arrows, container for arm guards and finger tabs, quiver holder for 40 quivers, wall hanging for 50 bows (25-45 #pull "York" bows 5' to 5'-4" long), space for ten (10) extra bows, 960 arrows, (26" to 31" fiberglas), storage for replacements and repairs (nocks, paint, feathers, glue, and equipment for same), ten (10) targets (48"), ten (10) stands, 40 target faces, 40 bow sights, and 50 bow strings. E/S storage: A-V storage, central equipment, field storage, and set-up in season. Allow for ten (10) students to store their own bows and arrows in central equipment (in addition to the above). Locations: Primarily a field area

(see plot plan). Lect room and/or gym on rainy days (no shooting; form study w/T-V only). Field should be approx. 100 yds by 50 yds. Special Protection: Sun to rear of archers. Space or bank for arrow over-fly. Distance from other simultaneous activities. Mobility and Flexibility: Range should be where targets can stay up for the season. Avoid hay bales as stands -- difficult to move. Materials: Low cut grass free from weeds and rocks and having excellent drainage. A/C: Storage should be in a dry area with no extreme heat near. References: "Archery" by the Athletic Institute, "Archery" by Barrett for Goodyear Physical Activity Series, Georgiana Lyon, and Bob Covey.

3. ARCHERY: ADVANCED: Description: Advanced instruction in "range" shooting and introduction to "field" archery. Enrollment: 40 max, 30 opt; co-ed. Prerequisites: Archery: Basic or permission of instr. Teaching Methods and Aids: Same as for Basic. E/S: Add 4 dozen animal targets, 30 animal target stands, and 2 dozen "flu flu" arrows to E/S for Basic. Locations: Same range as Basic. Field archery in rolling hill area (possibly that left over after construction of freeway - College should consider agreement for use or purchase from State hospital). Inside on rainy days. Special Protection: Particular care in laying-out field archery course for arrow over-fly. References: Same as Basic plus: "Archery" by W. McKinney, (b) 112, and G. Lyon.

4. BADMINTON: BASIC: Description: Development of fundamental skills, offensive and defensive tactics, and strategies in badminton. Enrollment: 32 max, 24 opt; co-ed. Teaching Methods: Perf. Teaching Aids: T-V and graphics (CB). E/S: CB/port, movie screen (built-in or available in another room), 42 rackets in presses, one (1) gross shuttlecocks, 8 nets strung on 2 1/4" nylon lines w/ intermediate standards (see Bob Steen), and 3 spare nets. E/S Storage: Rackets and shuttlecocks in central equipment; nets and line support standards in gym storage area. Student Provided E/S: Gym suit. Hygiene: Shower necessary after class. Location: Indoors in main gym -- 8 courts (2 lines of 4). Special Protection: Avoid glare and places for shuttlecocks to get hung-up. A/C: Good ventilation without drafts since this is a vigorous activity. Built-in Equipment: Two nylon lines should be on a reel with ratchet with a hook and receptacle on opposite end of gym. Four side by side courts can be served by each line. Courts are 20' x 44' with 5' between adjacent courts at sides and 6' min at ends. Net is 5'-1" off floor. Min ceiling over courts is 25'. References: (a) 634, (b) 147, Bob Steen. Special Remarks: Rec Commission is to provide their own nets as well as minor E/S.

5. BADMINTON: ADVANCED: Description: Instruction in a greater variety of shots, advanced services, more precise singles and doubles strategies, and more tournament play emphasis. Everything else is as in Basic.

6. BOATING: Description: Instruction includes basic handling and safety for rowing, canoeing, sailing, and motor boating. Enrollment: 20 max, 16 opt; co-ed. Prerequisite: Basic swimming or equal ability. Teaching Methods: Lect-demo and perf. Teaching Aids: T-V, graphics, movies, and film strips. E/S: Two (2) El Toro and three (3) Sunfish sail boats with sails, three (3) alum. canoes, one (1) alum. row boat with a 5 1/2 H.P. motor,

nine (9) canoe paddles, one (1) set of oars with an extra oar, 21 life jackets, and a basic compliment of lines, life rings, poles, etc. E/S Storage: The first priority is for a minimum boathouse at the Campus lake (pond!). However, an alternate option is to use part of the field storage area. All of the boats indicated are light and can be hand carried (see Special Remarks below). Student Provided E/S: Swim suits. Hygiene: Showers may be necessary after. Locations: 1) Campus Lake, 2) Napa River, 3) Lake Berryessa, and occasionally in a classroom. Protection: Provide against theft and damage of E/S when not in use. Mobility and Flexibility: Some of the boats and other E/S will be used in Water Safety Instruction, and, therefore, will have some use in the swimming pool. Again, E/S are light weight. Special Remarks: Ramp launching experience can be obtained at the Napa R. and Lake B. Such facility need not be provided at the Campus lake. However, a good dock is essential (approx. 20' x 6'). References: G. Lyon; Am. Red Cross "Basic" books on Boating, Sailing, and Canoeing; Boris Gregory at Laney College; and John C. Berry (Sr.) Co. (Aquatic Park, Berkeley 415-845-6310).

7. BOWLING: Description: Instruction is in the fundamentals and skills of approach, delivery, and follow-through as well as scoring, making spares, and converting splits. Enrollment: 100 max, 70 opt; co-ed. Teaching Methods: Lect-demo, lect, and perf. Teaching Aids: T-V and movies. E/S: T-V video tape unit (portable) and a classroom equipped for movies (occasionally). Locations: One or more of the bowling alleys in Napa as well as the above classroom (note: 70-100 students -- with 100 the gym and bleachers could be used).

8. CAMPING: Description: Instruction covers development of skills in outdoor living such as cookery, making and breaking camp, survival, campcraft, woodcraft, nature study, and handling unexpected problems. Over night camping trips are required. Enrollment: 24 max, 16 opt; co-ed. Teaching Methods: Lect , lect-disc, lect-demo, sem, and perf. Teaching Aids: Graphics and movies. E/S: Tents -- mountain, 9' x 9', and 9' x 12' (all alum poles); two (2) complete sets of camp gear -- stove, light (1 butane, 1 white gas), tools, first aid kit, and cooking equipment, and a two-wheel trailer (5' x 7') with tarp for transporting tents and other E/S. E/S Storage: Field storage area with road access. Student Provided E/S: Miscl. camping gear (sleeping bag, etc.). Locations: Classroom (primarily), on-campus camping area (see Special Remarks below), and off-campus camps. Materials: Ground area should be grass with gravel and dirt acceptable in this order. Rocky ground is unacceptable. Special Remarks: At a somewhat remote portion of the campus there should be developed two (2) campsites that would be found in a State park. The remoteness should be conditioned by 1) walking distance to toilet facilities, and 2) ease of providing a cold water line and standing faucet. See also CAMPING LEADERSHIP for Rec. majors (Section 4.5.0.). References: Bob Steen and (b) 103-113.

9. DANCE (MODERN): BASIC: Description: Designed to develop basic skills and techniques of body movement as well as fundamental rhythm patterns. Students will be introduced to creating simple individual and group compositions. Group compositions may be developed as a dance production. Enrollment: 30 max, 25 opt; co-ed and women only sections. Teaching Methods: Lect-disc, lect-demo, and perf. Teaching Aids: T-V,

phonograph records, graphics, and movies. E/S: CB/port, TB/port or wall mounted, clock, portable or built-in movie screen, future comp outlet, electronic reproduction system (incl. turntable, tape deck, amplifier, am-fm tuner, mikes, good speakers, and record/tape storage for 25 each of lp records, magnetic audio tapes, and T-V video tapes), piano, 3 drums, and a portable, sectioned platform (20' x 32') with the individual sections such that four girls could move them with ease (say 4' x 4'). E/S Storage: Electronic equipment should all be stored in a separate, lockable control room (see Monterey Peninsula College)-- this will be discussed further below. Other E/S should be stored immediately adjacent to the studio for ease of access. Student Provided E/S: Leotards and dance shoes. Special Clothing and Hygiene: Clothes changing and showering is necessary. Special Protection: Avoid unnecessary projections from walls. Floor finish should allow for gliding and sliding. Mobility and Flexibility: Both the platform and piano can be expected to be used in the main gym as well as in the studio. Materials: See ref. (b) pages 30 thru 32 (particularly 31). Light, Power, and Communications: General lighting should be as glare-free as possible and should be sectioned and dimable. A single bus-track and four (4) spots should be provided for performance lighting. Natural light (and general openness) is desirable. A mike outlet (and volume control) is needed near the primary platform area. It would be an economic advantage if the electronic E/S control and storage room served the dance studio and main gym for circulation, vision, and function. A/C: No cooling. Draft-free and low noise ventilation for an "active" use room is necessary. See ref. (b) 31. Built-in Equipment: 24 lin ft. of 6' high mirrors continuous on one wall (24' is minimum). These mirror should have alternate sections hinged for closing against fixed sections. Ballet barres should be installed on two walls for a total of approx. 150' (5' per student). Provide no less than 125' (see (b) p. 32). A nylon line with hooks and a spring attaching to recessed eyes in opposite walls provides for a future curtain run for performances. The reel system for Badminton is an alternate consideration. Special Remarks: The space dimensions should reflect the need for a 70' run (on a diagonal is acceptable but less desirable than parallel). Minimum clear ceiling height is 12' and 16' is preferred. Acoustical engineering is mandatory. References: (b) 30-33, (d) 5, G. Lyon, College of Marin, Monterey Peninsula College, and books from Miss Lyon (Vannier & Poindexter; Physical Ed. for College Women, Chap. 31 and Brown; Physical Ed Handbook for College Women).

10. DANCE (MODERN): ADVANCED: Description: Advanced emphasis on movement as a medium for artistic expression. Considerable attention to the creation of unified phrases of movements. Production considerations increased. Enrollment: 30 max, 25 opt; co-ed and women only sections. Prerequisite: Basic Dance. All other material is the same as number 9 above.

11. DANCE (FOLK AND SQUARE): Description: Instruction emphasizes acquiring proficiency in a wide range of folk type dances. These include fundamental movements and patterns, basic steps, formations, calls, and traditional gestures. Some exhibition dancing may be included. Enrollment: 56 max, 40 opt; co-ed. Teaching Methods: Lect-demo and perf. All remaining categories equal to or less stringent than that for 9 and 10 above. However, a built-in, lockable wardrobe cabinet with at least 8 lin ft of hanging space should be provided in the storage area. This will serve for dance production costume storage for all classes.

15. GOLF: BASIC: Description: Instruction in the basic fundamentals re: grip, stance, swing, and rules for putting, chipping, hitting, and iron and wood driving. Enrollment: 24 max, 20 opt; co-ed. Teaching Methods: Lect, lect-disc, lect-demo, and perf. Teaching Aids: T-V and movies; E/S: Occasional use of classroom equipped to show movies and lecture. Golf sets for beginners including 40 each of a 3 wood, 3, 5, 7, 9 irons, and a putter; 12 golf bags; 200 plastic practice balls; one (1) ball shag bag; 500 regular practice balls; nine (9) flags; two (2) driving cages (new); repair nets on two (2) existing outdoor driving cages (total of 4 cages); 12' x 12' edged medium pile rug (for indoor putting); 12' x 3' matching rug runner (also for indoor putting); an indoor driving net and supports; (College has 10 driving mats also); and a carry-all push cart. E/S Storage: Central equipment area and field storage space. Location(s): Classroom for lect and movies (occasional use); gym or other activity space for inclement days; two (2) putting greens (9 holes on each); field area for chipping practice; and the architect is to master plan a three (3) hole course (100 yd, 300 yd, and 450 yd holes with a sand trap on at least one hole). The course could possibly be located in the rolling area left after freeway construction. Again, use or ownership would have to be negotiated with the State hospital. References: (b) 39, 40, and 58-9; (d) 15 (G 1, 2, 4, and 5); Bob Steen; and Bev Estes.

16. GOLF: ADVANCED: Description: Instruction includes considerable actual course play, special shot skills, rules, and course courtesy. Enrollment: 24 max, 24 opt; co-ed. Prerequisite: Basic or equal. Teaching Methods: Lect-disc, perf, and golf with students. Teaching Aids: T-V and movies. E/S: 200 hard practice balls and two (2) shag bags. E/S Storage: Central equipment. Student Provided E/S: Clubs, bag, balls, and shoes. Hygiene: Showering may be necessary. Locations: Classroom for lectures and movies, some on-campus practice (using Basic Golf facilities), and Kennedy Park Golf Course (primarily). All other aspects are the same as for Basic.

17. GYMNASTICS: BASIC: Description: Teaching the fundamentals of tumbling, trampoline, side horse, horizontal bar, parallel bars, balance beam, and floor exercises. This course may be sectioned to include different groupings of these at various times. Enrollment: 30 max, 25 opt; co-ed. Teaching Methods: Lect, lect-demo, and perf. Teaching Aids: T-V and movies. E/S: CB/port, TB (2), portable mirrors (2) (adjustable -- used to observe own perf), parallel bar (1), uneven bars (1), horizontal bars (2), side horses (2), spring boards (2), safety belts (6), college size trampolines with safety pads (2), balance beams (2), low parallel bars (1), and sets of rings (2). E/S Storage: Gym storage area (note: provide flush threshold at door and double doors 8' high min.). Student Clothing/Hygiene: Gym suit and showering required. Location: Main gym (students will help in set-up and take-down of equipment in this activity). Min ceiling height is 24'. Special Protection: Secure mounting of built-in hooks and other anchors (see below). Avoid direct sunlight and glare. Mobility and Flexibility: Equipment will be set-up and taken-down daily. It will be stored in adjacent storage space. Built-in Equipment: Supports for rings and ropes should be wall mounted (see Hayward State College). Second choice would be ceiling mounting. Rings and ropes will probably not be moved daily (probably tied to wall when not in use). No one on the present faculty is familiar with the details of this activity. Therefore, equipment layout and anchor locations should be verified with the gymnastics teacher at Napa Ridgeview Jr. High. Special Remarks: Mat needs are discussed separately at the end of this section (4.2.0.)

18. GYMNASTICS: ADVANCED: Description: Advanced instruction and more specialization in the material listed for Basic. Enrollment: 30 max, 25 opt; co-ed. All other material is as indicated for Basic.

19. HANDBALL: Description: Instruction and practice in the fundamentals of four-wall, indoor handball. Course includes offensive and defensive strategies, serves, returns, rules, and class singles and doubles tournament play. Enrollment: 16 max, 12 opt; usually men only, but there is no reason that a woman could not play against other women or even men. Teaching Methods: Lect-disc, lect-demo, and perf. Teaching Aids: T-V and graphics. E/S: CB/port or wall, TB, "tell-tails" for conversion of court for squash, and two (2) dozen handballs. E/S Storage: At court hall area (see location discussion below) and central equipment. Student Provided E/S: Gym suit and handball glove(s) (if personally desired). Hygiene: Showering necessary. Location: Handball courts area. Architect should design this area to provide four (4) courts at this time and allow for addition of two (2) in the future. The courts are 20' wide, 40' long, and 20' high. Squash can be played on a handball court by adding a "tell-tail." These should be stored near the courts for easy conversion by recreational squash players (squash as a course will not be offered initially, but it may be added in the future). The 20' height allows for a lower hall or corridor for court access and tell-tail storage with an upper hall for court observation. If the courts are arranged with two side by side on each side of a widened hall the hall can be used for lectures, T-V video taping, and spectators. The architect should visit Chabot and U.C. Berkeley. Mobility and Flexibility: Squash conversion and expansion as already indicated. Materials: This can be expected to be a very high use area for both class and recreational use. Therefore, it is not a place to skimp on material quality or construction. Reference (b) page 35 gives good information on this. Lighting: Well lit with recessed and protected fixtures. Lighting must be glare-free. It should be controlled at the access door. This can be by conventional switches on the corridor wall or by a door jamb switch which closes when the door is shut. It is helpful if an "in-use" warning light is provided in the corridor at each court door. A/C: No cooling, but provide good ventilation. Built-in Equip.: Solid painted lines should be provided for handball. Dashed or lines of a different color should be painted for squash. Access door and latch must be flush with inside wall surface. References: (a) 635; (b) 35, 145, and 171; the schools mentioned above, and Bob Steen.

20. INTRAMURAL AND RECREATIONAL ACTIVITIES: Description: Instruction in activities which have a high carry-over value to the individual -- table tennis, croquet, horseshoes, shuffleboard, Bocce ball, various table and party games, outdoor badminton, one wall handball, and recreational volleyball. Other activities will be explored as interest indicates. Fall and Spring activities will be mainly outdoors. Enrollment: 25 max, 25 opt; co-ed. Teaching Methods: Lect, lect-disc, lect-demo, and perf. Teaching Aids: Graphics and movies. E/S: CB/port; movie screen/built-in; six (6) portable table tennis tables (as in cafeteria) with two (2) doz. paddles, six (6) doz. balls, and 12 nets; six (6) croquet sets; six (6) sets of horseshoes; six (6) sets of shuffleboard equipment; three (3) sets of Bocce ball equipment; 12 decks of playing cards; six (6) badminton nets, four (4) pairs of net support poles, and two (2) doz. outdoor birds; ten (10) volleyballs; and one (1) doz. outdoor handballs (see note under Location below). E/S Storage:

ITEM	LOCATION	ITEM	LOCATION
Table tennis tables	Gym storage	Horseshoes	Locked stor. at courts
Table tennis equip.	Central stor.	Shuffleboard eq.	Locked stor. at courts
Croquet sets	Locked stor. at courts	Bocce ball eq.	Locked stor. at courts
Cards	Central stor.	Badminton eq.	Central stor.
Volleyballs	Central stor.	Outdoor handballs	Central stor.

Locations: Classroom or lecture space (occasional use); staff dining room in cafeteria (off hours from normal dining use) for table games; activity space (possibly gym) for non-table party games; gym for table tennis, indoor volleyball, and miscl. games; four (4) croquet courts, four (4) horseshoe courts, four (4) shuffleboard courts, and two (2) Bocce ball courts should be grouped together and located at the southern end of the campus (see plot plan) -- these can be grouped in a min. 150' x 150' area; two (2) grass volleyball courts and four (4) grass badminton courts should be grouped located at the northern end near the gym (see plot plan); and, if the structure and design allow, two (2) to four (4) one wall handball courts should be provided using the exterior wall(s) of the gym. If possible these or similar walls could also be used as tennis practice walls. If this cannot be achieved build 80 lin ft of wall designed and located primarily for tennis practice (possibly back to back) that are also painted for handball. Special Protection: Lockable storage for equipment at south court area. Mobility and Flexibility: Volleyball and badminton courts should be such that they could be relocated to another grass area if future demand so indicates. Materials: All floor plane materials should be durable enough to withstand street shoes. Special Remarks: The main reason for the south location is to allow for some decentralization to provide for recreational use during lunch and breaks. Landscape for eventual shading purposes should be provided. Keys for storage should be available in the library and/or at the information desk as well as in the gym (central equipment). References: (a) 625, 634, and 635; (b) 62, 63, and 65; Bob Covey; and (d) 15J.

21 ORIENTAL COMBATIVES: BASIC: Description: Instruction in Karate and Judo for calesthenic, self-defense, and some competitive applications. Enrollment: 50 max, 25 opt; co-ed. Prerequisites: Capacity for vigorous exercise and no back troubles. Teaching Methods: Lect, lect-demo, and perf.

Teaching Aids: T-V, graphics, movies, and miscl. conditioning equipment (see E/S). E/S: CB/wall, (not mandatory), TB, clock, movie screen, first-aid kit and tape, eight (8) 2' x 4' plywood wall mounted panels for charts now owned, 34' x 34' wrestling mat (see note at end of section), six (6) rubber knives, 30 green belts, 30 brown belts, one (1) sand bag (as in boxing) permanently mounted, one (1) kick-punch ball (mounted permanently near sand bag), six (6) pr of hand protectors, six (6) pr of leg protectors, six (6) pr of arm protectors, (the following are of secondary importance): One (1) pr sa 1, one (1) 12" nunchaku, one (1) tonfa, and two (2) suits of karatector. Note: See Dr. William Morris re: wall panels and all items beginning with rubber knives. E/S Storage: All in activity room and adjacent storage in locked cabinet. Provide for four (4) cubic feet of additional cabinet storage for student made equipment. Student Provided E/S: Judo or Karate GI and gym suit or equal. Hygiene: Showering necessary. Locations: Both the dance studio and the conditioning/wrestling gym are desirable. The dance studio provides a sprung wood floor, mirrors, and an immaculate environment. The other space provides conditioning equipment and the wrestling mat. This latter space should, therefore, be primary. However, it would be well if the design provides for inner connecting these spaces (even through a common storage room) and if class scheduling allows for the class to use both simultaneously. This would be particularly helpful if enrollment reached the 50 max. The main gym would be used for any competitions or large demonstrations. Use of training room can be expected also. Ceiling heights in the activity rooms should be min 14' to lights or projections. Projecting hard surfaces (e.g., columns, barres, etc.) should be padded. Built-in Equip: In addition to the panels, sand bag, and kick-punch ball, a wall rack for wooden swords, sticks, and guns should be provided (see Wm Morris). References: Dr. William Morris (personal experience, books, and knowledge of local Judo and Karate establishments).

22. ORIENTAL COMBATIVES: ADVANCED: Description: Advanced instruction in Karate and Judo emphasizing personal development toward the higher levels of proficiency. Increased competitive activities. Enrollment: 30 max, 25 opt; co-ed. Prerequisite: Basic or equal. All other material is as for Basic.

23. PHYSICAL FITNESS: Description: Instruction in various methods of achieving and maintaining a basic individual level of fitness. Mehtods will include 150-metric and iso-tonic exercises, jogging, and other calesthenic exercises for physical development. Establishment of good personal carry-over habits is primary. Enrollment: Varies according to individual section emphasis:

Section Type	Size	Sections Open to:
Jogging and exercise ;	35 max, 25 opt;	co-ed
Swimming and exercise;	35 max, 25 opt;	co-ed
Weights and exercise ;	24 max, 20 opt;	men only, women only
Exercise circuit ;	30 max, 25 opt;	men only, women only

Prerequisite: For the first few years of operation a medical exam is desirable. Later this will be required for computerized health and exercise schedules. Teaching Methods: Lect-disc, lect-demo, tut, and perf. Instruction is highly individualized. Teaching Aids: T-V and graphics. E/S: Same as for Weight Training/Lifting (#36). E/S Storage: In activity room. Student Provided E/S and Clothing: Gym suit, swim suit, and/or sweat suit depending upon section emphasis. Hygiene: Showering is necessary. Locations: Conditioning/wrestling gym (primary), dance studio (secondary), pool, field areas, running track, and jogging path. The jogging path should be either a half-mile or mile in length, wide enough to accommodate two people side-by-side comfortably, interesting as to turns and vistas, and should have benches at the quarter-mile points. This path will also be used for relaxing and interesting lunch hour walks. It should be equally designed for this function. Materials: Activity space: see #36. Jogging path: rolled, compacted decomposed granite or equal, crowned and/or sloped for good drainage. (This will be a year-round use facility.) Special Remarks: Allow for future computer terminal installation in conditioning/wrestling gym. All other items as indicated for no. 36 below.

24. SKIN AND SCUBA DIVING: Description: Instruction in the basic safety, skills, and understanding of such diving. Areas covered will include: diving physics, medical aspects, gases, basic equipment and maintenance, first aid for diving accidents, environment and marine life, and dive planning. One or more field trips may be included. Enrollment: 20 max, 12 opt; co-ed. Prerequisites: Physical examination and a check on medical history. Teaching Methods: Lect, lect-disc, lect-demo, and perf. Teaching Aids: Graphics and movies. E/S: CB/port or wall, TB, clock, movie screen, 20 pairs of swim fins (various sizes), 20 masks, 20 snorkles, 20 weight belts and weights, four (4) SCUBA tanks, and four (4) regulators. E/S Storage: Central equipment and a classroom (see locations below). Student Provided E/S and Clothing: Swim suit. Hygiene: Showering is necessary. Locations: Classroom for lectures and movies (occasional use); area at pool for chalk talks, TB, and on the spot lectures; pool; and off-campus diving areas. An underwater viewing window should be provided at deep end of pool. This also will be used for board diving (#12) and swimming (#26-28). Lighting, Power, and Communications: Good underwater lighting should be provided. An underwater sound/communication system should be included. Mike jacks should be located both at pool side as well as at viewing window. References: Miss Gloria Lopez (registration area), G. Lyon, and B. Covey.

25. SNOW SKIING: Description: Introductory instruction in snow skiing. Emphasis placed upon pre-skiing exercises, basic skills and techniques, courtesy, safety, and fitness habits. Enrollment: 30 max, 30 opt; co-ed. Prerequisites: Willingness to travel to snow areas occasionally and share in the related expenses. Teaching Methods: Lect-disc, lect-demo, tut, and perf. Teaching Aids: T-V and movies. E/S: None except video-tape unit and movie projector. Student Provided E/S: Ski gear (e.g., boots, skis, poles, clothing, etc.). Locations: On-campus: Exercise program in conditioning gym and field area, basic positions and skills on fields (grass skiing), and lecture space for lectures, movies, and the like. Off-campus: Ski areas for actual skiing practice. Reference: B. Covey.

26. SWIMMING: BASIC: Description: Basic skills will include water adjustment, breathing, fundamental arm and leg movements, and coordination of all of these. Stroke skills introduced will include: backstroke, crawl, side, floating, treading water, and changing positions or direction. Enrollment: 30 max, 20 opt; co-ed. Prerequisite: Open only to beginning and non-swimmers. Teaching Methods: Lect-demo, and perf. Teaching Aids: T-V, graphics, and movies. E/S: Portable equipment for T-V and movies, 24 caps, 36

kick boards, 20 pr. fins (in addition to those available from #24 above), and 20 masks (in addition to #24). E/S Storage: Central equipment. Student Provided E/S: Caps and suits. Hygiene: Showering is necessary. Locations: Pool and occasionally a classroom for lectures, movies, and tests. It would be helpful if an area could be designed and developed at the pool for a portable CB, a wall TB, and general on the spot lectures. The swimming pool is discussed separately under Special Notes at the end of this sub-section. All other topic categories are discussed there. References (for this activity class): G. Lyon, Am. Red Cross: Swimming and Diving (Beg. and Adv. Beg.), and Vichers & Vincent: Swimming.

27. SWIMMING: ADVANCED: Description: Instruction includes review of basic stroke, introduction to advanced strokes (e.g., Tragen crawl, butterfly, etc.), elementary diving, survival swimming, turns, racing, and endurance swimming. Enrollment: 30 max, 26 opt; co-ed. Prerequisite: Basic Swimming or equal. Teaching Methods: Lect-demo and perf. Teaching Aids: Same as Basic. E/S: Eight (8) starting blocks, fins and kick boards (listed under #24 and #26), and one (1) life line. E/S Storage: Central equipment. All other topic categories are covered under Special Notes at the end of this sub-section. References (for this activity class): G. Lyon and Am. Red Cross: Swimming and Diving.

28. SWIMMING: SYNCHRONIZED: Description: Instruction in this activity as both a fitness sport and an art form of coordinated and rhythmical water movements performed by swimmers in definite patterns synchronized to some form of accompaniment. Enrollment: 30 max, 20 opt; co-ed and/or a section(s) for women only. Prerequisite: Basic swimming or equal. Teaching Methods: Lect-demo and perf. Teaching Aids: T-V, phono, tapes, graphics, movies, and continuous strip films. E/S: CB/port, TB/wall, movie screen, T-V equp, 25 records, record player and mike both hooked into both an above and under-water speaker system, percussion instruments (same as in dance studio -- #9 & #10), and under-water lighting. E/S Storage: Classroom (occasional use), A-V storage, dance studio storage, and pool-side or central equip storage. Student Provided E/S: Caps, suits, and nose clips. Hygiene: Showering is necessary. Location: Pool. Special requirements for this class include a 20' x 60' swimming area (min) with 8' depth in at least half the area. Also overhead lighting is desirable (with two spot lights as well as general illumination). The other physical needs are in Special Notes at the end.

TEAM SPORTS: The following three activities are similar in nature and deserve special comment. Instruction centers around in-season sports which require team effort and coordination as opposed to one to four person activities. Some of the sports are well known to the students from pre-college schooling. Others are far less well known and are introduced to give the student a breadth of knowledge. The courses exist for two basic need areas: 1) they provide the general college student with an enjoyable large group activity outlet, and 2) they provide the PE M/M with experience in a broad variety of sports required for transfer. The activity requires a lower to medium level of competency. All competition experience is gained within the single class enrollment. Therefore, such classes only augment the High Competance activities for majors and minors. The three options offer individuals of both sexes the broadest variety for involvement. Since the program generally focuses upon carry-over recreational education, students should be encouraged to sign-up only once or twice (at most) for these. They should be encouraged to try activities they know little or nothing about.

29. TEAM SPORTS: CO-ED: Description: Instruction in touch football, field hockey, volleyball, basketball (women's rules), softball, limited track and field, and other ball games of co-ed interest. Enrollment: 50 max, 40 opt; co-ed. Teaching Methods: Lect-demo, team, and perf. E/S: CB/port, ten (10) footballs, 50 each field hockey sticks and sh shin guards, 24 hockey balls, two (2) pr. hockey goal pads, volleyballs (see #20), ten (10) basketballs, 24 ea softballs and bats, 40 gloves (rt and lft hand for various positions), six (6) face masks, two (2) chest protectors, and two (2) equip bags. E/S Storage: Central equip. Student Provided E/S: Gym suit. Hygiene: Showering. Locations: Classroom (occasional). Touch Football: two (2) field areas; field hockey: two (2) field areas; volleyball: four (4) main gym courts and two (2) outdoor courts; basketball: two (2) main gym courts and four (4) outdoor courts; softball: two (2) field areas; T & F: T & F running track area; and other ball games; use other field areas. References: See the many entry classifications in (b) & (a). Also see Bev Estes.

30. TEAM SPORTS: MEN: Description: Instruction in touch football, soccer, rugby, speedball, volleyball, basketball, softball, and track and field. Enrollment: 50 max, 40 opt; men only. Teaching Methods: Lect-demo, team and perf. E/S: Football, volleyball, basketball, softball, and track are listed elsewhere -- no additional equipment needed here. Six (6) soccer balls. All other topic categories are as for #29 above.

31. TEAM SPORTS: WOMEN: Description: Instruction in soccer, field hockey, volleyball, basketball (women's), softball, speedball, speed-a-way, and lacrosse (future). Enrollment: 50 max, 40 opt; women only. Teaching Methods: Lect-demo and perf. Teaching Aids: Movies, film strips, and graphics. E/S: All E/S is listed elsewhere. All other topic categories are as listed for #29 and #30 above.

Special Remarks for All Team Sports Activities: Field areas should have particularly good drainage, sun oriented consideration, and buffer zone protection (space) from other activities. Field areas may coincide or partially overlap for activities of different seasons. Avoid overlap of fields for same season sports (e.g., football and soccer) if at all possible. With the high level and variety of uses for the main gym (as well as prevention of shin splints) "Tartan" flooring is by far the primary choice. Any substitute should be discussed with the entire D-M Group before being given serious consideration.

32. TENNIS: BASIC: Description: Instruction in the fundamentals including backhand, forehand, overhead strokes, serves, rules, and scoring. Enrollment: 32 max, 24 opt; co-ed. Teaching Methods: Lect-demo and perf. Teaching Aids: T-V and movies. E/S: CB/port or fence mounted benches (one 8' per court), practice board for 12 people (see #20 above -- comment under Locations), 40 rackets, three (3) gross regular balls, and an electric tennis ball machine (see section 4.3.0. under Tennis). Student Provided E/S: Gym suit. Hygiene: Showering is necessary. Locations: Practice board may be the building wall if not too remote from courts. (This is functionally better and more economical). Otherwise this should be at the courts. Eight courts (each 36' x 78' with 21' to rear fences min and 6' between courts) are required. Special Protection: Court orientation should be north-south for sun. Errant balls

can (and should) be controlled by providing a 3' or 4' high fence extending 8' in from back fence on court dividing lines (see Foothill College courts). Back fence should be 12' high and be the cyclone type with Redwood slats (or equal slats) already in for mandatory wind protection. Canvas or plastic with relief holes are far less desirable solutions. Back fence supports should be engineered for wind loading (those at Chabot have failed structurally). Rain run off should be controlled by strick drainage design and construction supervision. Puddles are to be avoided in both the playing and surrounding areas. Mobility and Flexibility: Sufficient space should be provided between at least one end court and the side fence to allow for temporary bleachers for tournaments. Materials: Fencing to enclose courts ' area as noted above. Courts should be colored lay-cold using Malott-Peterson in S.F. and ref. (d) 12, C.5.d. as guides. Avoid extremely smooth surfacing -- too slippery. High quality (and long-life) nets, tension reels, and standards should be used. Light and Power: All courts should be lit for late afternoon and night play (at least four must be lit). Provide coin operated switches with key over-rides at each court. One court must have a waterproof convenience outlet for tennis ball serving machine. Built-in Equipment: Four (4) umpire stands (something better than the traditional) to serve two courts simultaneously. A metal eyelet should be imbedded under the center of each net for tie-down. A sign-up CB should be provided at the main entrance or at each court. This should be attached to the fence. Special Remarks: The written reference material gives more detail. However, when in conflict with the above the references are to be considered as secondary. References: (a) 627, (b) 62-64, (d) 12, Paul Hansen, Bev Estes, and the colleges mentioned. E/S Storage: Central equipment and field storage.

33. TENNIS: ADVANCED: Description: Instruction includes improvement of basic strokes, service, and general play. Emphasis is placed on singles and doubles strategies, net play, and tournament competition within class. Enrollment: 32 max, 24 opt; co-ed. All other topic categories are as for basic.

34. WATER POLO: Description: Instruction in the fundamentals of water polo -- game skills, strategies, safety, endurance building, team play, and class competition. Enrollment: 28 max, 21 opt; primarily for men only -- however, stronger women are quite capable and offer considerable competition. Therefore, the course should have at least one co-ed section offered. Prerequisites: Strong swimmers who at least have passed basic swimming or equal. Teaching Methods: Lect-disc, lect-demo, and perf. Teaching Aids: T-V, graphics, and movies. E/S: As with the other aquatic activities a CB/port or wall, TB, clock for game timing, and A-V equipment should be available for occasional and, often, spontaneous lectures. Also needed: 36 water polo caps (three (3) different colors), four (4) goals with nets, and four (4) balls. E/S Storage: At pool (goals & nets) and central equip. as well as A-V storage and a lecture area. Student Provided E/S: Swim suit. Hygiene: Showering is necessary. Location: Pool and lecture area. Water polo field of play is 60' to 90' max (75' max for women) long by 24' min to 60' max (51' women) wide. One such area min should have a 6' min depth. Field markers are required. Flexibility and Mobility: Goals and nets are to be movable. All other topic categories are discussed under special notes at end. References (for this activity only): (a) 646 and G. Lyon.

35. WATER SKIING: Description: Instruction in basics of water skiing for beginners.

Emphasis placed upon pre-skiing exercises, skills, courtesy, safety, and fitness habits. Trips will be taken to Lake Berryessa. Enrollment: 20 max, 20 opt; co-ed. Prerequisite: Swimmers only. Teaching Methods: Lect, lect-disc, lect-demo, and perf. Teaching Aids: T-V, graphics, and movies. E/S: One (1) pair of water skis, one (1) safety life belt, and one (1) tow line. E/S Storage: Central equipment or field storage. Student Provided E/S: Swim suit, Also, as in snow skiing, the students should have their own skis or financially able to rent these at the lake. Locations: Field areas and/or gym for lectures, exercises, etc. Lake Berryessa for actual skiing experience. All other categories are covered elsewhere, since this activity is primarily off-campus. Reference: B. Covey.

36. WEIGHT TRAINING/LIFTING: Description: Instruction in the fundamentals of weight training including Olympic lifts, fitness, progression, and developmental body building. Exercise programs are geared to individual fitness needs, interests, and objectives. Enrollment: 24 max, 16 opt; primarily men only -- however, weight work for women should be included as an option for women in Physical Fitness classes. Teaching Methods: Lect-demo and perf. Teaching Aids: T-V, graphics, and eventually, computer (for medical and ability records to constantly update daily, individual exercise circuit routines). E/S: T-V, CB/wall, TB/wall, three (3) timer clocks, six (6) stop watches, 5 to 10 chairs, six (6) benches, instructor's desk and chair, one (1) 13 station gym machine, one (1) set of fixed bar weights from 50 to 150 lbs. (graduated by 10 lb. intervals), one (1) set of hand dumbbells from 5 to 65 lbs. (graduated by 5 lb. intervals), one (1) knee machine, four (4) Exer-Genies (see Langenbach or Estes for method of mounting), 24 cloth tape measures, 12 jump ropes, one (1) bar dip station, one (1) double post squat rack, one (1) pull-up bar, one (1) hand dynometer, two (2) inclined sit-up boards, one (1) inclined bench, two (2) toe boards, two (2) wrist exercise units, two (2) exercycles, two (2) gym scales, one (1) medicine ball, and one (1) speed punching bag. In addition to the above the College presently has some additional equipment that will move to the new facilities. The architect should check on this with both John Langenbach and Bev Estes. E/S Storage: All weights will remain out in the conditioning gym. However, when an instructor is not present these are all to be racked and locked. One lockable storage cabinet in or adjacent to the conditioning gym should be provided for storing small items. Many items will remain out when the room is not in use. Student Provided E/S: Gym suit. Hygiene: Showering is necessary. Location: Condition gym which is also used for wrestling and other activities. Special Protection: Provide a 20' x 20' (or equal area) interlocking rubber floor pad for weight lifting area. Protect mirrors (see below) as in dance studio. The importance of locking weights is emphasized. Materials: Flooring: Hardwood gym type and exposed concrete are unacceptable. Commercial carpet and "Tartan" are ordered choices. If "Tartan" is used the 20' x 20' interlocking rubber pad can be eliminated. Unwaxed resilient tile is only marginally acceptable. One wall area of 12' in length (min) should be surfaced with a material that allows for tacking-up individual progress charts. Materials could be unfinished softwood -- solid boards or plywood --, particle board, or TB. Light and Communications: The lighting should be soft, relatively indirect (non-glare), and cool. Provide an outlet for future computer terminal near tacking wall. A/C: No cooling. Provide good, draft-free ventilation. Built-in Equipment: Four (4) 3' x 7' mirrors with alternate leaves folding for protection of fixed sections. Check with Estes and Langenbach as to what E/S is to be wall, floor, or ceiling mounted. Special Remarks: Training room and sauna should readily available. References: (b) 35, John Langenbach, and Bev Estes.

37. WRESTLING: Description: Instruction for basic competence in the fitness, movements, coordination, techniques, strategies, rules, and appreciation of Greco-Roman wrestling. Enrollment: 25 max, 20 opt; men only. Teaching Methods: Lect, lect-disc, lect-demo, and perf. Teaching Aids: T-V, graphics, and movies. E/S: CB/port or wall, TB (desirable, not essential), clock, movie screen, wrestling mat (see discussion following), one (1) timing clock (available thru other activities), and 25 head gear. E/S Storage: Activity room storage space and central equipment. Student Provided Clothing: Gym clothes. Hygiene: Showering necessary. Location: Conditioning gym. Special Protection: Spare mats should be wall mounted for padding. "Velcro" tape should be considered for mat to wall attachment before projecting hooks as is traditional. Mobility and Flexibility: All mats should be capable of being easily moved to other gym spaces. All other topic categories are as for Physical Fitness. References: (b) 34 and John Langenbach.

SPECIAL NOTES: Swimming Facilities: The requirements for such specialized facilities are covered quite completely in the references (see below). Therefore, only special class needs will be discussed here. See also numbers 6, 12, 23, 24, 26, 27, 28, and 34 above. E/S Storage: All E/S required for pool maintenance and operation should be located at or near the pool. Communication (A/V) equipment is considered part of the operation. Therefore, a dry storage (and control) room should be in close connection with the pool. Most of the aquatic activity classes have need for a semi-protected area for sponteneous lectures. E/S for this could be stored with A/V E/S. All floats and lines (including lane dividers, starting blocks, kick boards, water polo goals, and similar pool E/S should be stored at the pool. All other aquatic activity class E/S should be planned for storage and control at central equipment. Location: The plot plan indicates the first choice area for the pool. This location is not absolute. The criteria for site selection are 1) wind (south and west) protection, 2) ease of student and faculty access (dressed for swimming), 3) visibility as an attraction for both on - and off-campus individuals, and 4) ease of access for visitors and spectators. As to size five options have been considered and ranked. First, a rectangular pool 50 meters (m.) by 25 yards (yd) with two each one and three meter diving boards and lane markings in both directions. Depth and structural provisions should be made for the future addition of a diving platform. A third one meter board should be installed temporarily. Second, 50 m by 25 yd with three one meter and two three meter boards and lane markings in both directions. Third, 50 m by 42 feet (ft) with one each one and three meter boards and provision for future platform (second one meter board included temporarily). Fourth, 50 m by 42 ft with two one meter and one three meter boards. Fifth, an 'L' shaped pool 25 m long by 42 ft wide with an 18' x 40' (approximate and min dimensions) area forming the 'L' (long dimension parallels long dimension of basic pool area). Also included are two one meter and one three meter boards. All options are to have heated water and sand filters are preferred over the diatomaceous earth type. The deck area should be 20' wide min around perimeter. Special Protection: Safety measures are discussed in reference (c). Protection must be provided against the strong, prevailing winds from the south and west. Model and smoke tests are strongly suggested. Large carefully selected areas of the wind and safety protection should be transparent to allow for maximum visual access. It is intended that the pool will be used year-round. Swimmers, divers, and instructors should be at least semi-protected when not in the water. These people may wear waterproof warm-up robes when moving to and from the main dressing rooms. A tunnel -- if same develops -- would be better. When the pool itself, overhead protection along one entire side of the pool would protect individuals not in the water from rain or very wet fog. Area heaters (e.g., radiant infra-red type) installed in the overhead or a heated deck should provide sufficient warmth. It would be well if both the lecture space and swimmers pool entry were under this overhead. Mobility and Flexibility: Boating and Water Safety classes will need access for canoes, rafts, or other boats at the deep end. Materials: See (b). Decking should be of a non-slip nature draining away from the pool. Landscape materials should be selected carefully for min or less filter contamination. Providing landscaping adjacent to the deck releaves the hard appearance allowing the pool to be more human and inviting (see Chabot and DeAnza vs. Hayward State, UC Berkeley Strawberry Canyon, and Concord Swim Complex). Light and Communications: The need for under - and above - water lighting and communication systems is discussed under the individual activities. Careful attention to these is important. Night swimming instruction and use is expected year-round. Built-in Equip: An under-water viewing window at the deep end is necessary. The Concord Pool Complex lifeguard stands were quite liked. Special Remarks: Careful and conscious communications should be maintained with the Citizens' Committee of the Rec Commission during the entire preliminary phase. It is intended that the Rec Comm program will use the College shower and dressing areas. However, the Comm is to provide nylon bags and portable pipe racks for clothing storage at central equipment. References: (c), (a) 640-657, (b) chap. 7, latest (1969 or 70) "Official Collegiate-Scholastic Swimming Guide" from NCAA (important), B. Estes, and G. Lyon as well as the installations noted above.

MATS: Mats of various sizes are needed in a number of activity classes (#s 17, 18, 21, 22, 23, 36, and 37). However, these are each expensive items. As such duplication becomes expensive. Therefore the following list includes a basic variety of mats that will each serve many uses. The list was derived to meet our needs, but the experience of both Monterey Peninsula (Pat Elliott) and Solano (Jack Harvath) colleges was used for guidance and can be used for additional reference:

1 - 34' x 34' to 40' x 40' (max) (36' x 36' opt) depends upon room size. This should be a 2-sided mat with one 10' circle and school symbol on one side and five 10' circles (one of school color the others of another) on the other. Pat Elliot suggests the use of "Dentenco" (#250 quality) over Resolite.

10 - 5' x 10'
2 - 5' x 12'-6"
1 - 25' x 25' vinyl cover. These mats will group for a 25' sq. and with the cover will function as second mats for wrestling or judo tournaments. The primary functions, however, are for wall padding and gymnastics when used separately. These are one-sided and equal to "Dentencolite" #44 quality. "Velcro" tape should be considered for the edges (for joining as larger mats) and for backs (for wall hanging on matching Velcro wall mounted tape rather than on hooks).

4 - 6' x 12' x 1 1/4" for gymnastics and general protection. The quality is equal to the "Nissen Panelite Mat." These are high shock absorbing ethafoam mats. Again, "Velcro" should be considered for edges.

Appropriate mat trucks should be provided for mobility (see particularily Canada College -- Gordon Gray). The architect should note the importance of the dimensions for the 12 mats in group two. Inside wall dimensions and built-in equipment should respect this. If a wall is longer than hung mats the exposed wall should occur at the corners. Walls should not be shorter than mat multiples. The large square mat should extend from wall to wall by itself for by use of a strip of the 5' or 6' wide mats.

4.3.0. HIGH COMPETENCE ACTIVITY COURSES

The courses described in this sub-section are:

38. Baseball 4 - 20
39. Basketball 4 - 21
40. Cross Country 4 - 22
41. Fencing 4 - 22
42. Field Hockey 4 - 22
43. Football 4 - 23
44. Golf 4 - 23
45. Gymnastics 4 - 23
46. Oriental Combatives 4 - 23
47. Softball 4 - 23
48. Soccer 4 - 24
49. Swimming/Diving 4 - 24
50. Tennis 4 - 24
51. Track and Field 4 - 25
52. Volleyball 4 - 25
53. Water Polo 4 - 25
54. Wrestling 4 - 25
Special Notes. 4 - 26

Some of these are to be offered immediately (see tables 3.3./1 thru 3.3./3) and others will be introduced as soon as a reasonable demand is evident. As the titles indicate the courses emphasize certain team sports. As indicated earlier they primarily exist to meet the transfer needs of Majors. Consequently a high level of preparation, skill, and ability is required as a uniform Prerequisite. General students may enroll, but are considered in second priority. Similarly, much of the E/S will be of professional quality and should be stored separately from that for the general Activities in central equip. In each activity shoes and uniforms will be issued to class members who will compete against other schools. These will be stored in the student's locker for the quarter with occasional washing by the College. During the off-season times storage for these must be provided in or under the control of central equip. As to Hygiene, all activities require showering after daily class meetings and after games. After games the two teams are not to use the same shower and locker areas.

38. BASEBALL: Description: Instruction includes hitting, running, pitching, catching, general fielding, rules, and strategy involved in hardball. Competition occurs within the class and with other colleges. Enrollment: 25 max, 18 opt; men only (see Softball for women). Teaching Methods: Lect-disc, lect-demo, and perf. Teaching Aids: T-V and graphics. E/S: CB/wall (one in dressing area and one at activity field); 48 bats (assorted lengths and weights); 48 rubber balls; 18 doz. regulation balls; one (1) set of bases; two (2) sets of catcher's gear including glove; two (2) first baseman's gloves; 12 batting helmets; 25 pr of shoes (assorted sizes); one (1) portable first aid kit, three (3) carry-all bags; 24 sets of uniforms (assorted sizes), consisting of pants, shirts, socks, and caps; two (2) portable batting cages; and one (1) pitching machine (existing). E/S Storage: See Special Notes at end for major E/S storage. The minor E/S (e.g., bats, bases, balls, etc.) are stored in central equipment. Student Provided E/S and Clothing: Glove and practice clothing. Student will store this plus College issued competition clothing in his locker (typical for all Hi. Comp Activities). Locations: At existing field and other colleges. Mobility/Flexibility: Cart for moving E/S. Portability of batting cages. Power: Check on acceptability of existing power outlets for pitching machine use. Special Remarks: Install a warning strip (10' wide min) in front of existing outfield fence. References: (a) 626, Bob Steen, and B. Estes.

39. BASKETBALL: Description: Instruction in the skills, ethics, rules, plays, and strategies used in basketball. Enrollment: Men and women each: 15 max, 12 opt. Differences in rules and performance require separate sections for men and women. Prerequisites: As with all H. Comp Activities PE and Rec Majors/Minors have priority over general or undeclared students. Interest and skill are also considered for admission. Teaching Methods: Lect-disc, lect-demo, and perf. Teaching Aids: T-V, graphics, movies, and continuous strip projection. E/S: General: CB/port, movie screen and A/V E/S, 12 eye glass guards, 20 basketballs, (12 men, 8 women), one (1) portable first aid kit, and one (1) rebound machine. Men: 15 uniforms (2 pr. pants, 2 shirts, 1 warmup suit); 20 pr shoes (assorted sizes); and 16 scrimmage vests (two colors). Women: 12 uniforms (2 pr pants, 2 shirts, 2 pr socks, 1 warmup suit); 16 pr shoes (assorted sizes); and 16 scrim vests (two colors). E/S Storage: A/V storage, gym storage area for rebound machine, central storage for miscl. and off season E/S, and student lockers for in-season clothing. Student Provided E/S and Clothing: Gym suit and tennis shoes for normal class sessions. Locations: Main gym, lecture space, and other colleges. There shall be one (1) main and two (2) cross-courts each measuring 50' x 94'. Min height to ceiling projections is 24' -- 28' is preferred. Special Protection: Cross-courts should be separated 5'. Provide 10' min of floor beyond end lines of main court. Cross-courts can have less (5' absolute min). Avoid glare from either windows or lighting (see Marin and Monterey Peninsula Colleges). Gym should be acoustically designed (particularly since it will be used for plays, movies, etc.). Seating (telescoping and padded) for 800 ± is to be provided at this time on one side of main court only. However, an equal amount of seating may well be provided on the other side in the future. Therefore, design exits for 1600 ±. The padding (seat and back) may be continuous. If this is done individual seat numbers should be painted or printed on the seats for reserved seat events. Students and instructors should have at least one means of going from the gym or an adjacent inside space to the locker rooms without exposure to the outside weather. Such circulation could be outside if it were protected and heated. Monterey and Marin fail in this. Mobility/Flexibility: Baskets and backboards (6) must be designed to swing out of the way. Mechanism should electrically driven. If budget dictates mechanical drive, provision for future conversion to electric power and control is to be made. Materials: "Tartan" with guaranteed stripe paint is by far the first choice for flooring. No other alternative should be considered unless discussed with entire D-M Group before. Light, power, and Communication: Natural lighting is for achieving openness, and light balance as well as avoiding box-like quality of many traditional gyms. Artifical lighting should provide economical, uniform, adjustable, and glarefree illumination. For games with spectators attending the control should be such to allow for lighting the main court and dimming or turning-off all other general lights. The lighting should be studied for each type of event to be held in the gym (see Section 5.1.2.). The type and control of illumination should be governed by this. Monterey Peninsula College had the most versatile, yet complex and expensive system of the installations visited. It is worth revisiting and talking in-depth with the electrical engineer. Mercury vapor lighting was generally disliked by the D-M Group. Power must be available for the rebound machine (see #41 also). An excellent public address and sound system is mandatory (see #9, Section 4.2.0. above). A basic scoreboard should be installed, recessed if possible. A/C: The ideal thermostatically controlled temperature for basketball is 68° F. For basketball no cooling provision appears to be necessary. The system must be designed for excellent, draft-free distribution with little or no sound. Considering spectators for this and other events, cooling provisions, filtration, and equipment sound must be given careful study. References: (b) 29-30, 146; (a) 633-34;

(d) 3-4; Bob Steen; and B. Estes plus colleges noted.

40. CROSS COUNTRY: Description: Instruction in sustained, long distance running: endurance build-up, exercises, rules, and strategy. Competition within class and with other colleges. Enrollment: 20 max, 10 opt; primarily men, but women should be admitted if competent and interested. Prerequisites: Excellent health and insatiable desire to run. Teaching Methods: Lect-disc and perf. Teaching Aids: TV might be used. E/S: Survey measuring wheel for course lay-out (check on acceptability of Police Science 100' wheel before purchasing), one (1) chalk liner (wheeled), 30 5'-6' tall wood posts w/ directional signs (could be made up by the College), 100' of bright plastic survey ribbon, 10' metal stake-pins for ribbon attachment (30" long), 20 sweat suits (existing, provide storage), 15 uniforms, and 15 pr shoes. E/S Storage: Posts/signs in field storage; all other in central equipment. Student Provided E/S and Clothing: Shoes and gym suit. Locations: Campus course (laid-out by instructor each season) and other colleges. Occasional use of lecture space. References: (b) 61 and Bob Beatie.

41. FENCING: Description: Instruction in advanced methods and strategies of attack and defense experienced under conditions of competition. Class and college competition. Enrollment: 20 max, 12 opt; co-ed. Prerequisite: Advanced fencing or equal. Teaching Aids: T-V, graphics, and movies -- 16mm and cont. strip. E/S: A/V equip., small table and two (2) chairs for timing and scoring, 20 standard foils, 16 electric foils, 16 electric cords, 20 jackets, 10 electric jackets, 20 fencing trousers, 10 padded vests for women, 10 pr breast plates, 20 gloves, 20 masks, one (1) electric scoring machine with dolly and cord, four (4) electric cords and reels (for use in main gym in competition with other colleges), eight (8) warm-up jackets, and six (6) portable chairs (see also #13 above). Review number 13 (Section 4.2.0.) for all other requirements. Special Remarks: Electric power convenience outlets should be provided at frequent intervals for electric foil use in both the main gym and activity gym. Also matching "Velcro" strips or hooks should be provided for hanging of mats in activity gym. Wall mats will either be moved from conditioning gym or the extras will be hung in here. Space should be provided for scoring machine storage adjacent to activity gym. References: Same as for #13.

42. FIELD HOCKEY: Description: Advanced instruction in this emphasizing skills, knowledge, strategy, ethics, rules, and competitive play for both professional (education) and social ends. Enrollment: 30 max, 26 opt; primarily women. Prerequisites: Fall section of Team Sports: Women or Co-ed or equal skill. Majors have first choice. Teaching Methods: Lect-disc, lect-demo, and perf. Teaching Aids: T-V, phono, graphics, and movies -- 16mm and cont. strip. E/S: A/V equip, CB/port, TB, 2 pr. goals (as provided for #29 above), 30 hockey tunics, 36 hockey sticks, 24 practice balls, 12 game balls, 36 pr shin guards, four (4) sets of goalie pads and boots, 24 warm-up suits, 24 pr socks, 24 pr shoes, and 24 uniforms. E/S Storage: Central equip. and A/V storage. Student Provided E/S and Clothing: Gym suit, shoes, and, possibly, a sweat suit. Locations: Well drained turf field areas provided under #29 above and other colleges. Fields may also serve soccer, golf, and archery -- not football. Occasional use of lecture area. All other topic categories are as for #29. References: (a) 633, (b) 58, and G. Lyon.

43. FOOTBALL: Description: Intended to provide the student with the necessary experience, skills, and understanding for effective participation in tackle football. Enrollment: No max, 44 opt; men only. Prerequisite: Physical exam and some experience. Teaching Methods: Lect-disc, lect-demo, and perf. Teaching Aids: T-V, graphics, and movies -- professional 16 mm and films taken of class games. E/S: A/V equip.; CB/wall and port; TB/wall; movie screen (built-in); 75 each of helmets, shoulder pads, practice pants, practice jerseys, girdle pads, prs. thigh pads, and prs. knee pads; 44 each of game pants, socks, home jerseys, away jerseys, arm pads, and prs shoes; 30 scrimmage vests (two different colors); one (1) seven-man sled; two (2) two-man sleds; 30 neck collars, one (1) smitty blaster; one (1) tackling dummy; seven (7) blocking dummies; 11 air dummies; two game footballs; and 12 practice footballs. E/S Storage: Major sized items in field storage or on field during season. A/V equip area. Lecture space (near lockers). Personal practice gear can be issued to individual students directly from off-season storage. The student keeps these until the end of classes. Practice pants and jerseys will be turned-in for washing weekly and returned to the student. Small size equip and game materials will be stored in central equip. Student Provided E/S and Clothing: Gym suit and shoes. Locations: On-campus football practice field, stadium, and at other colleges. Conditioning gym. Lecture area(s). Training room. Field should be well drained and have goal posts. Special Remarks: Students will store personal equip in over-sized cage type lockers. A special heater (or equal) is to be installed for nightly high temp drying of these clothes and equipment. No special drying room is to be provided. References: (b) 58 and 128, (a) 629, J. Langenbach, and B. Estes.

44. GOLF: Description: Advanced instruction and competitive play. Students must display a high degree of skill. Enrollment: 12 max, 8 opt; co-ed and men. Prerequisite: Advanced golf or equal. All other categories are as for #16 (advanced golf). The student of this skill usually has his own matched equipment.

45. GYMNASTICS: Description: Advanced experience and development of personal fitness and skills. Enrollment: No max, 30 opt; co-ed. Prerequisite: Advanced Gymnastics or equal. E/S: 20 uniforms (pants, jerseys, sweat suits, and shoes). E/S Storage: Uniforms are stored in students' lockers for the quarter. All other categories are as for #17 and #18 above.

46. ORIENTAL COMBATIVES: Description: Advance experience and personal development including demonstrations and competition. Enrollment: 25 max, 20 opt; usually men, but could include women. Prerequisites: Medical clearance by physician and advanced Oriental Combatives (or equal). Locations: As indicated for #21 and #22 plus more use of main gym for demonstrations and competition. No E/S other than previously specified. All other categories are as for #21 and #22.

47. SOFTBALL: Description: Instruction beyond that provided in Team Sports: Co-ed and Women (#'s 29 & 31). Intensive work in the various skills, strategies, ethics, and rules. Enrollment: 24 max, 15 opt; women only. Prerequisite: Either spring quarter course in Team Sports or equal ability. Teaching Methods: Lect-disc, lect-demo, and perf. Teaching

Aids: T-V and graphics. E/S: CB/port, 24 softball bats, 50 softballs, two (2) sets bases, first aid kit, three (3) carry-all bags, two (2) sets of catchers equipment, two (2) each catcher's and first baseman's gloves, and 15 uniforms (shirts, pants, hose, caps, and shoes). E/S Storage: Central equipment and student's locker. Student Provided E/S and Clothing: Shoes, glove, and gym suit. Locations: Lect area. Softball diamonds. Other colleges. References: (a) 633, (b) 61, and G. Lyon.

48. SOCCER: Description: Advanced instruction and competition in soccer. Enrollment: 40 max and opt; men only. Prerequisite: Team Sports: Men (fall quarter) or equal. Teaching Methods: Lect-disc, lect-demo, and perf. Teaching Aids: T-V, graphics, and movies. E/S: A/V equip, six (6) balls, 20 uniforms (jerseys, shorts, socks, shin guards, and boots), and 40 scrimmage vests (two different colors). E/S Storage: Central equipment, A/V storage, and student's locker. Student Provided E/S and Clothing: Gym suit and practice boots. Locations: Regulation field on-campus and other colleges. Field must be well drained. Mobility/Flexibility: This field area should be used by other activities. Therefore, the goals should be either portable or convertable for use in the other activities (field hockey, football, and speedball). References: (a) 629 and 633, (b) 60 and 61, and Dr. A.T. Anderson (on campus).

49. SWIMMING/DIVING: Description: Advanced individual and team instruction in all swimming and diving events. Enrollment: 60 max, 40 opt; co-ed with separate competition for men and women. Prerequisites: Diving: 1 & 3 meter and/or Advanced Swimming (or equal). Teaching Methods: Perf and occasional lect-disc. Teaching Aids: T-V, computer, and movies. E/S: Lecture space at pool with CB/port and wall, TB, and Clock; equivalent of 50' of port benches; lane marking ropes with floats; eight (8) stop watches; one (1) power megaphone; diving score cards for judges use, seven (7) sets; finish line rope (occasional use for non-metric distances); safety E/S including life rings, shepard's crook, stretcher, and blankets; 48 swim suits; and 48 caps. Robes or warm-up clothes may be provided (if so, this would be stored in off-season equip and given directly to the student for storage and use for the quarter. E/S Storage: Pool use equip including safety equip. See Special Notes after #37. Individual E/S in student's locker. A/V for pool use in pool storage. All other categories are covered under Special Notes for Section 4.2.0. (following #37). Reference for this activity is B. Covey.

50. TENNIS: Description: Advanced instruction in both singles and doubles play. Considerable emphasis on match strategy and tournament competition. Enrollment: 24 max, 16 opt; men (eventually co-ed, see Special Notes at end of section). Prerequisites: Advanced tennis or equal. Teaching Methods: Perf and occasional lect-demos. Teaching Aids: T-V and movies. E/S: One (1) electric tennis ball serving machine (see Yates and Cochrane, Mr. Carbone) -- this is the same machine noted under #32 earlier; three (3) gross competition tennis balls; and 12 uniforms (shirts, shorts, socks, shoes, jackets, and sweat suits). E/S Storage: Field storage (machine) and central equipment. Where regular Activity rackets are stored in central equipment, Hi Comp rackets and other E/S are stored in student's locker (E/S issued from off-season storage). Student Provided E/S: Practice shoes and gym suit.

Tennis racket. Location: This and all other categories are covered under #32 above.

51. TRACK AND FIELD: Description: Instruction in the individual and relay approaches to the running and field events. Detailed emphasis upon the many skills, rules and strategies involved. Enrollment: 100 max, 40 opt; men (women included if demand warrants). Prerequisite: Team Sports: Co-ed or Men -- spring -- is desirable. Teaching Methods: Lect, lect-demo, and perf. Teaching Aids: T-V and movies. E/S: 72 multi-use hurdles, one (1) sectioned 12' x 12' x 4' pole vault foam, one (1) sectioned 12' x 6' x 4' high jump foam, standards and bars for pole vault and high jump, six (6) vaulting poles, one (1) vault box 2' x 3' x 1', eight (8) starting blocks, two (2) each shot put (16#) and discus, one (1) wheel barrow, one (1) set of garden tools (rake and shovels), 30 uniforms (sweat suit, trunks, shirt, and shoes), eight (8) stop watches, and one (1) portable finish judges' stand. E/S Storage: See discussion under Special Notes at end for major E/S and garden tools. Minor E/S will be stored in central equipment. Uniforms as in other Hi Comp Activities. Student Provided E/S and Clothing: Gym suit and shoes for practice. Locations: On-campus track and enclosed field. Although this exists both need to be completed. This is well known to the architect at present. Also, other colleges. Materials: "Tartan" on runways for field events. Running track is acceptable as is unless money exists to go to "Tartan" during construction. Special Remarks: It is assumed that the architect is already well aware of the layout, safety needs, and official requirements for this activity. References: (b) 128, 130, and 148; (a) 630; (d) 12; and B. Autry.

52. VOLLEYBALL: Description: This is not expected to be an Hi Comp Activity initially or for the first five years. It probably will be a much more popular intramural activity. This combined with its inclusion in all the Team Sports, (29, 30, and 31) and the Intramural/Recreational Activities (20) courses should provide sufficient outlets for Majors. Should it become an Hi Comp Activity in the future all facilities will be existing. Uniforms and higher quality E/S will then be added. The initial off-season storage provided should be ten (10) percent greater than absolutely required to allow for expansion.

53. WATER POLO: Description: Intensive instruction in the offensive and defensive strategies of team play. Additional work on endurance. Enrollment: 21 max, 16 opt; men only. Prerequisites: Advanced Swimming and Water Polo of equals. Teaching Methods: Lect-demo and perf. Teaching Aids: T-V, graphics, and movies. E/S: In addition to that indicated for #34 above: 24 water polo caps (two colors), 24 team suits, and 14 warm-up suits. E/S Storage: See #34; and student's locker. All other topic categories are as for #34. It is important to note that the pool depth in the water polo field of play must not be less than 6'.

54. WRESTLING: Description: Instruction in the advanced techniques, rules, and strategies of olympic or greco/roman wrestling. Development of personal strength, endurance, and attitudes. Enrollment: 20 max, 16 opt; men only. Prerequisites: Passing of physical exam and Wrestling (#37) or equal. All other categories are as provided for under #37. Additional E/S include ten (10) uniforms (shirt, pants, and shoes).

SPECIAL NOTES: TRAVEL BAGS: Storage must be provided for 160 collapsible travel bags. This total is designed to meet the max needs for the heaviest quarter -- spring -- and, therefore, will suffice for fall and winter each as well. Such storage should be in conjunction with central equipment. At the start of each quarter they probably will be issued directly to the student directly from off-season storage with a uniform.

EQUIPMENT STORAGE AND ISSUE: The above discussion raises an important design consideration for the architect. It is assumed that E/S for both the General Activities and Hi Comp Activities that is out of season will be stored in an off-season storage area. This should be a well organized space for high density storage. Access will be restricted to the supervisor and assistants. In-season General Activity E/S should be available in cabinets, racks, and open bins (as indicated in Section 4.2.0.) within the central equipment issue area (particularly see Monterey). However, as mentioned earlier in this Section, Hi Comp in-season E/S storage needs some additional protection from unauthorized access. A number of solutions were seen on the visitation trips. That which provoked the greatest interest and, also, seemed least expensive was the system used at Chabot. This consisted of a large wire cage area with a number of access doors. The enclosed cage area was partitioned by open wood cabinets. Activities with large E/S storage needs occupied a single sub-area. Those having smaller storage needs shared another such sub-area. Access to each sub-area is restricted to the appropriate instructor(s) and class assistant(s) (managers), the supervisor and assistants, and the departmental chairman and/or similar individuals. The storage descriptions in this section indicate that uni uniform and travel bag issue could be directly from off-season storage. In actuality this is one alternative option that should be available to the staff. The other alternative that should be spatially available is to move uniforms and bags from off-season to the caged sub-areas and issue them to the students from there. This produces some duplication of storage space. However, it is slight considering the organizational options made available to the staff.

FIELD STORAGE: The supervisor/manager also must exercise control over the large E/S used in conjunction with field oriented activities. If at all architecturally possible this area should be part of the main building, opening directly onto the field are (large rolling or sliding door), and controlable from the central equipment area directly. This facility will store both in- and off-season large E/S. However, items such as pole vault and high jump foam, hurdles, standards, football sleds are too much to move from the field to storage each night in-season. Therefore, the architect is to consider each such item; first, for chaining and locking; second, for semi-weather protection (a lean-to if necessary); and, third, for individual total shelters. An example of the latter is a wheeled enclosure of angle iron and sheet metal that could be rolled over the high jump and/or vault foam and locked in place. Such protection could provide against theft, vandalism, and weather. It could be fabricated in the College welding shop. This is only one example of the type of solutions available for the protection of such E/S.

ENROLLMENT CONSIDERATIONS: It is traditional to view most of the above activities as male dominated "team" sports. Such an orientation begins to focus more upon "fielding a good team" than upon providing appropriate instruction for Majors and undeclared general students. Further, it perpetuates an artificial discrimination between men and women. Both of these outcomes are in direct opposition to major goals of this program. A number of the courses (e.g., gymnastics, swimming/diving, track & field, etc.) could and should have men and women learning side-by-side. This does not imply competition against each other. A frequent comment has been that women's "teams" do not exist at other proximate colleges. It must be remembered that "formalized" team competition is a spin-off and not a central focus. Once it is known that Napa College is educating women in these areas, informal or ad hoc competition will develop with other colleges. The development of fencing is an excellent example of this. Certain activities by their very nature are either inappropriate or uninviting to women. These will certainly continue to exist in some form, since they probably will continue to be required of male transfer students. The central concern, however, is to increase the options available to women.

4.4.0. COURSES FOR PHYSICAL EDUCATION MAJORS/MINORS

The courses described in this sub-section are:

55. Introduction to Physical Education 4 - 28
56. Officiating 4 - 28
57. Work Experience in P E 4 - 29
58. Activities for Fitness and Leisure 4 - 29
59. Care and Treatment of Athletic Injuries 4 - 29
60. Games and Relays 4 - 29
61. Independent Study 4 - 30

Although the courses are designed for PE M/M, they are open to all interested students. Rec M/M should find them particularly appropriate if personal scheduling permits. Table 3.4./4 (page 3-27) and the discussion following convey information on units, enrollments (all co-ed), and offering format (lect, lect and lab, etc.).

Unless otherwise indicated any of these courses will meet in a classroom which should be equipped for lectures (both tabletop and free-standing lecturns), movies, future computer console area, demonstrations (first aid, etc.), and T-V tape replays. It would be helpful if the ceiling design and conduit layout allowed for the future addition of T-V monitors spaced for sub-gtoup viewing. These facilities will be described more completely in Section 5.0.0.

More complete descriptions involving behavioral objectives have been or will be prepared by the staff for other uses. Only a brief abstract is given here.

55. INTRODUCTION TO PHYSICAL EDUCATION (PE): Description: An introduction to the field and its relationship to the total educational environment. Coverage includes history, current development, future prospects, philosophy, objectives, scientific bases, curriculum, and employment responsibilities and opportunities. Teaching Methods: Lect, lect-disc, team, and occasional sub-group seminars or tutorials. Teaching Aids: T-V, tapes, graphics, and movies (future computer for introduction to potentials of its use). References: B. Estes and B. Covey.

56. OFFICIATING: Description: Instruction and practice in officiating all in-season activities. Majors (and Minors) should experience each quarter of this course during their program. The lecture section will cover rules, behavior of officials, and the types of problems associated with officiating each type of activity. The lab will consist of officiating intramurals and the activity courses. Prerequisites: Priority preferences given to PE M/M, Rec M/M, and Elementary Education Majors. Teaching Methods: Lect, lect-disc, lect-demo, and perf. Teaching Aids: T-V, graphics, and movies. E/S: 20 striped shirts, six (6) baseball umpires jackets, 20 whistle, and miscl. small items such as football foul flags, homeplate broom, etc. E/S Storage: Central equipment. Student Provided E/S and Clothing: Gym suit (when appropriate) and gym shoes. Locations: Classroom and various activity spaces. References: B. Covey and B. Estes.

57. WORK EXPERIENCE IN PHYSICAL EDUCATION (PE): Description: Individually arranged practical experience in the broad range of roles encountered in PE. Work may be with the College, any other school or college, and/or similar establishment or institution. Intended to expose the student to actual practice in conducting or supervising PE activities or the supporting tasks. It is intended that the student be in a position of appropriate responsibility for learning, and that he not be assigned dirty work tasks. Students each meet individually or as a seminar group (if appropriate) with a supervising instructor periodically. Prerequisite: Placement preference given to PE M/M. Locations: For meetings with supervising instructor: academic office and/or seminar space (occasionally). Special Remarks: This may be taken during the summer quarter.

58. ACTIVITIES FOR FITNESS AND LEISURE: Description: Instruction to provide the student with a basic understanding of the importance, reasons, and selection of appropriate fitness exercises and leisure activities. Exploration of the various concepts of muscular tone and strength, endurance, body control, relaxation, body mechanics, and corrective/theraputic exercises for personal use and guidance of others. Prerequisites: Priority given to PE and Rec M/M. Teaching Methods: Lect, lect-disc, lect-demo, and perf. Teaching Aids: T-V, tapes, graphics, computer, and movies. Locations: Lect in classroom, lab in the various activity areas -- particularly the conditioning gym --, and use of the conference/seminar room for reading (small library in same) and small group discussions. Participation in various exercise activities will require changing into a gym suit and showering. One or more field trips may be scheduled to college installations such as the Sonoma State PE laboratory. Special Remarks: Changes in both admission policies and transfer requirements at the State Colleges and University may cause this particular course to expand (possibly to two quarters) because of subject depth. This should be watched carefully. Reference: G. Lyon.

59. CARE AND TREATMENT OF ATHLETIC INJURIES: Description: Instruction covers the prevention, identification, care, and rehabilitation of the various types of athletic injuries. Prerequisite: Priority given to PE M/M. Teaching Methods: Lect, lect-disc, lect-demo, team, and perf. Teaching Aids: Graphics and movies. Locations: Lect in classroom and lab in training room as well as occasional use of activity areas. Reference: B. Estes or anyone on the PE staff.

60. GAMES AND RELAYS: Description: In the general activity course Intramural and Recreational Activities (#20) the student learns to play various adult oriented games. In this course the student learns how to organize and instruct others to play them. There is also an equal emphasis placed upon pre-adult games and relays. Prerequisites: Priority is given to PE, Rec, and Elem Educ M/M. Completion of course #20 is desirable. Teaching Methods: Lect, lect-disc, lect-demo, and perf. Teaching Aids: T-V, phono, tapes, graphics, and movies. Locations: Lectures in classroom. Labs will be held in a variety of locations (inside and outside activity areas, elem schools, and other off-campus locations) using the E/S available.

61. INDEPENDENT STUDY: Description: This course is available to allow particularly capable students the opportunity to explore material not offered in the regular program. Responsibility for proposing and pursuing such study to completion rests with the student(s). Enrollment: Although this is usually pursued by individual students, occasionally a small group will wish to investigate something together. Prerequisites: Advanced PE M/M with demonstrated ability to function independently with responsibility. Teaching Methods: Teaching Aids: Anything appropriate and available. The computer can be expected to be an important aid.

4.5.0. COURSES FOR RECREATION MAJORS/MINORS

The courses described in this sub-section are:

62. Introduction to Recreation (REC) 4 - 31
63. Life Saving 4 - 31
64. Work Experience in Rec 4 - 31
65. Recreation Leadership 4 - 32
66. Camping Leadership 4 - 32
67. Water Safety Instruction (WSI) 4 - 32

In addition to these Independent Study is available as described under PE M/M (#61). Again these are designed for the specific needs of the Rec transfer student. However, other students should find them interesting and useful (particularly #'s 63 and 67). Table 3.4./5 (page 3-28) and the discussion following convey information on units, enrollments (all co-ed), and format. The introductory comments for sub-section 4.4.0. above apply here.

62. INTRODUCTION TO RECREATION (REC): Description: An introduction to this relatively new and expanding field of study and its relationship to the total educational environment. Coverage includes philosophy, objectives, history, future prospects, curriculum, and employment opportunities and responsibilities. Prerequisites: Although intended primarily for Rec M/M, PE M/M, and Elementary Educ M/M; this should become an increasingly important "service" course for general students. As such the orientation of sections enrolling general students -- either heavily or exclusively -- should shift the primary emphasis from vocational orientation to human participation and attitude orientation. Teaching Methods: Lect-disc, lect-demo, team, and perf. Teaching Aids: T-V, phono, graphics, computer, movies, and field trips. Reference: B. Covey.

63. LIFE SAVING: Description: Instruction in the concepts and actions involved in saving lives. Considerable -- but not exclusive -- attention to aquatic settings. Prerequisites: Advanced swimmers or permission of instructor. Teaching Methods: Lect-demo and perf. Teaching Aids: T-V, graphics, and movies -- 16mm and continuous strip. E/S: In addition to that listed under #24 (Skin and SCUBA Diving): Ten (10) each of masks, snorkles, and fins (prs); one (1) surf board; one (1) each of the boat types listed for Boating (no additional boats); the pool safety equipment (listed partially earlier) should at least include: three (3) life lines and ring buoys, three (3) torpedo buoys, plus poles, ropes, stretchers (2 min), portable and central first aid equipment, blankets, and life hooks. E/S Storage: Pool storage, central equipment, and training room. Student Provided E/S: Swim suit. Hygiene: Showering will be necessary occasionally. Locations: Lecture in a classroom, lab in training room, classroom, and at pool and field areas. Mobility/Flexibility: Provide for ease of boat movement and use. References: Am Red Cross "Life Saving" and G. Lyon.

64. WORK EXPERIENCE IN RECREATION: Description: Same as Work Experience in PE (#57) except for Rec M/M. Pre- or co-requisite: Introduction to Rec.

65. RECREATION LEADERSHIP: Description: An introduction to the various aspects of organizing, presenting, and leading recreational programs for schools, colleges, industry, and the broad range of community ages (pre-school to senior citizens). Prerequisites: Priority given to Rec and PE M/M who have taken Introduction to Rec. Teaching Methods: Lect-disc, lect-demo, team, and perf. Teaching Aids: Graphics and movies. Locations: Classroom and an occasional field trip. References: B. Covey and Bob Feuerbach.

66. CAMPING LEADERSHIP: Description: Introduction to the various leadership skills involved in organizing and supervising a broad variety of camping forms. Similar to Camping (#8) except that the emphasis is on leadership. Cook-outs, camp-outs, and one overnight camping trip required. Pre- or Co-requisites: Priority given to Rec majors who have taken or are taking Camping (#8). Introduction to Rec should also be completed. Teaching Methods: Lect, lect-disc, lect-demo, and perf. Teaching Aids: Graphics. E/S: See Camping (#8). Since both of these courses are offered in the same quarter, scheduling of campsites and E/S becomes critical. Locations: The on-campus State Park type sites. Site-adjacent area should be assured for a class designed and constructed campfire/singing area. References: #8 and B. Steen.

67. WATER SAFETY INSTRUCTION (WSI): Description: Special instruction in the safe and intelligent use of aquatic equipment. Some emphasis on teaching WSI to others. Prerequisites: Swimming and Life Saving. Teaching Methods: Lect-demo and perf. Teaching Aids: T-V, graphics, and movies -- 16mm and continuous strip. E/S: Same as for Boating (#8) and Life Saving (#63) -- no additional E/S. Locations: (in order): Pool, Campus Lake, and Napa River or Lake Berryessa (only possibly) for lab. Lect is in a classroom or at poolside lect area. References: #8 and #63 as well as G. Lyon.

SPECIAL NOTE: Independent Study is to be available for Rec M/M students also. See #61.

5.0.0. THE FACILITY PROGRAM

5.1.0. SPACE DESCRIPTIONS

At this point the architect and other readers should have a relatively good "feeling" for the initial facilities that are to house the academic programs indicated. The purpose of this sub-section is to summarize the material briefly and in a format convenient for the architect and engineers. It also provides a basis for initial evaluation of the various stages of architectural simulations -- e.g., drawings, models, calculations, etc.). This will be discussed further in 5.3.0.

5.1.1. SUMMARY AND DISCUSSION:

The assignable spaces and related square footages are summarized in State form JCAF-31 on pages 2-13 and 2-14. The non-assignable space summary is shown on page 2-11 (item 3f7 thru 3f10. Both the assignable and non-assignable areas will be discussed in detail in the following sub-section (5.1.2.).

The related exterior spaces are summarized under two categories as follows:

A. Basic field or facility exists -- improvements, additions, completion, or nothing needed for operational use.

	General Area Description	Total No. Required		General Area Description	Total No. Required
1.	Archery: Field target course	1	8.	Football fields	2
2.	Archery: Range target field	1	9.	Running track and related field area	1
3.	Badminton court (turf) areas	4	10.	Soccer fields	2
4.	Baseball diamond	1	11.	Softball diamonds	2
5.	Campus lake dock	1	12.	Turf areas for general exercise and game use	1
6.	Cross country course	1	13.	Volleyball court (turf) areas	2
7.	Field hockey areas	2			

B. Site area exists, but major construction necessary for operational use.

	General Area Description	Total No. Required		General Area Description	Total No. Required
1.	Basketball courts	4	4.	Court games: Horseshoes	4
2.	Camp sites (planning only)	2	5.	Court games: Shuffleboard	4
3.	Court games: Croquet	4	6.	Court games: Bocce ball	2

General Area Description	Total No. Required	General Area Description	Total No. Required
7. Golf: Putting greens	2	12. Jogging path	1
8. Golf: Chipping area	1	13. Swimming pool	1
9. Golf: Driving cage area (4 cages)	1	14. Tennis courts	8
10. Golf: 3 hole short course (planning only)	1	15. General field area secondary storage	1
11. Handball (1 wall) walls	2		

Again, the wide range of detailed needs will be covered in sub-section 5.1.3. The above lists do not cover the site development work necessary for general circulation, drainage, services, retaining, etc. See section 2.3.0. page 2-10 (3c and 3d) for the anticipated work.

In so far as possible the new building(s) should tie-in with the existing campus buildings in texture, rhythm, and general character. However, in developing a conceptual design essence it is quite important to note the need for exposing activities. All members of the campus community should feel free and natural to become participant/users of these new facilities. A casual walker should feel "drawn into" the building(s) and activity areas -- tantilized is possibly a better word. In general the existing campus classroom buildings do not achieve this. However, the library, cafeteria, and administration buildings to some degree do achieve this. Virtually every campus visited by the D-M Group had PE facilities which felt like fortresses requiring considerable psychological effort to penetrate. The scale of the College of Marin facilities helped to lessen this feeling there and make it the least objectionable facility in this regard. Once inside the initial entrance at Marin it did achieve the "invitation to participate" atmosphere far more than any other college.

The above is important for the following reasons:

1) Within five years PE may become an elective rather than required subject.

2) The College hopes to encourage -- rather than require -- students to try a number of activities. Being able to watch some of these in operation should help to dispel fears based upon lack of knowledge.

3) The D-M Group was also concerned about the fitness of both the campus personnel and the non-student district public. The building(s) as well as policies should encourage their participation.

Every participant/user from custodian to student to spectator to instructor should truly enjoy using these facilities. This total quality can be achieved in ways that are both direct and subtle. For example the "Tartan" floor should help to void the traditional PE commandment of "Thou shalt not step on the floor in thy street shoes." Lockers now come in bright, cheerful colors. Items

#1 and #5 on page 3-1 expressed attitudes which reiterate this objective. Creatively and technically make this building fun to be in!

Also, the College enjoys an atmosphere of informality at many levels. This should be encouraged and increased by the program, policies, and facilities. This further reinforces the above. It can find expression in the arrangement of faculty offices, in the avoidance of locker room supervision, etc. However, relative to both of these major points a delicate balance must be struck. It is not unlike a woman who achieves considerable interest thru careful and subtle use of her mystique.

Both interior and exterior spaces will be discussed relative to the following categories (the actual titles used are shown underlined). The space number, where appropriate, will be shown in parenthesis after the space name.

Functional Use:	Function
Square Footage:	Sq. Ft.
Critical Dimensions:	Dims.
Special Materials:	Mat'ls.
Equipment and Supplies Housed:	E/S.
Built-in Equipment:	Built-ins.
Special Protection:	Protect.
Flexibility:	Flex.
Relationship to Other Spaces:	Relations.
Light, Power, & Communications:	Elect.
Acoustics:	Acoustics
Air Conditioning:	A/C.
Plumbing:	Plumbing
Special Remarks:	Remarks
References:	Ref.

These are quite similar to those used for course descriptions (4.0.0.). The abbreviations used in that Section will be used here also. To allow the architect as much design freedom as possible, only categories with special considerations will be used. Unless noted otherwise later the following comments pertain in general.

Function: Description of the space use. Participants are indicated only if special. Activities using the space will be indicated by identification number only (see 4.2.0. thru 4.5.0.). "Primary" will mean primary space for that activity. "Secondary" means secondary space for it. These are easily derived by referring to the course description(s) under consideration. The actual functional use is derived by meeting the needs of each class listed.

Dims: For activities these have been indicated in the course descriptions.

Flex: Covers E/S movability as well as space expansibility, convertibility, and versatility.

Relations: Space relationship diagrams have not been used in this report. Relationships should be evident from prior sections or remarks under this category. If not evident, it is left to the architect's discretion.

A/C: As before this includes ventilation (primarily mechanical), heating, cooling, filtration, humidification, and dehumidification. No "special" filtration requirements are evident now (e.g., for smog, pollen, etc.). However, provision for easy future addition of same should be made. Cooling does not appear necessary now. Many activity spaces and the shower and locker rooms should never have it. However, it may be necessary in other spaces (e.g., main gym with spectators, offices, classrooms, etc.) in the future. These spaces should be provided with operable windows now that can be sealed shut at such time as cooling is added. All activity spaces and locker rooms must have well designed, quiet, and draft free mechanical ventilation.

Ref: The references cited in Section 4.1.0. are used here. Again these are shown as (a), (b), (c), and (d) and are listed in order of importance. The important point of keying is not discussed here. It is assumed that this will be derived from the report by the College, the architect, and a keying consultant later in the project.

Finally, it is QUITE IMPORTANT for both the architect and consulting engineers to note two points. First, materials and equipment need not be costly items to achieve the performance required. Rules of thumb -- particularly for the engineers -- are to be avoided! Visits to other new college PE facilities and the Community Colleges office in Sacramento; thorough research and design; and where necessary, experimentation and simulation with models and the computer are STRONGLY ADVISED. Second, because all stages of design review will involve many people at the College, appropriately complete and COORDINATED drawings will be necessary. This must be kept in mind in establishing pre-review schedules and deadlines.

5.1.2. INTERIOR SPACES:

GENERAL USE:

CLASSROOM (1): Function: To facilitate lect and lect type instruction to 70 students at one time. Space should be divisible so as to accommodate two classes of 35 students each simultaneously. The following courses will use this as a primary class space: 8, 55, 56, 58, 59, 60, 62, 63, 65, 66, and 67. It is secondary for: 2, 3, 6, 7, 12, 15, 20, 24, 26, 27, 28, 29, 30, 31, 32, 33, 34, 35, 39, 41, 43, 45, 47, 49, 50, and 51. Sq. Ft.: 1,100. E/S: Writing arm chairs (no more than 70), two (2) instructor's tables, four (4) chairs without writing arms, one (1) desk top lecturn, and one (1) free-standing lecturn. It is assumed that movie projectors will be on wheeled carts and both will be stored in the main office storage area. Therefore, no special projection table is req'd. Built-ins: Two (2) movie screens, wall mounted chalkboards (in bright colors -- check on GE text-o-lite), one (1) small tack board (CB's are far more important than TB's), wall clock (please, not the usual institutional face -- check on Miller's new faces), and ceiling or wall provision for future T-V monitors (see Section 4.4.0. introductory comments). Review of courses indicated under Function may produce Built-in needs not caught here. Flex: The College is quite cautious re: room dividers. This must be selected with care. There are no special chalkboard or similar needs for this unit. Relations: The space should be convenient to: instructors' offices, A/V storage (on same floor level for rolling carts), and general office storage. Elect: Light level for A/V should allow for easy screen viewing as well as note taking. Bright natural light should be controllable. The space should have a speaker system capable of separation into two independent systems (when space is divided) or inter-mixed (for single, large space use). Inputs will come from tape, T-V, movies, and mikes. Acoustics: Sound transmission thru the divider should be equal to or lower than that specified for the Stanford-EFL SCDS project divider walls. A/C: Capable of future cooling. Remarks: Provide space and outlet for future computer terminal.

ACADEMIC OFFICES (2-6): Function: Each office is to house two faculty members. These should accommodate the various personal functions of studying, typing, writing, course planning, and conversing. The present faculty operates with considerable open, informality. The D-M Group would like to see this continue. Although the shared office provides for privacy, visual privacy is not required or even desirable. However, auditory privacy -- for student conferences and other private discussions -- is necessary. Sq. Ft.: 120 each. E/S: Two (2) each desks, faculty chairs, typewriters and stands (or desk extensions), three drawer files (match desk), waste baskets, and visitors chairs. Built-ins: Equal areas of CB and TB (20 sq. ft. of each per instructor is min), adjustable hardware and wood for book shelves (above file height to allow for furniture flexibility), (20 lin. ft. of shelves per instructor is min), and two (2) coat hooks (telescope type to allow for different types of jackets). Protect: The secretary/receptionist should be so located as to have positional and visual control of access to the offices. This is not to be construed as gate, counter, or similar barricade control. Flex: Allow for a variety of room furniture arrangements. Relations: The open, informality noted above results in considerable intra-faculty exchange. The five offices, the chairman's office, and the conference/seminar (conf/sem) space should all be in close proximity -- these virtually could share the same common space. In fact the conf/sem area could be semi-walled to encourage and facilitate faculty use. The central files, work/coffee, sect/recpt, and general storage spaces should be almost as close. The faculty shower, toilet, and locker area should not be adjacent, but also should not be at the opposite end of the building. Elect: Each office should have sufficient outlets for electric typewriters, lamps, radios, clocks, and private reviews of movies. A telephone should be provided for each office. Acoustics: Acoustical privacy is mandatory. A/C: Allow for future cooling. Provide a supply and return in each office. Ref: Monterey Peninsula College came closest to the ideal arrangement. However, it does not have a desirable relationship to the conf/sem space.

OTHER OFFICE -- CHAIRMAN (7): Function: Quite similar to an Acad Off. This will be for one person. It should allow for study, writing, course and curricular planning, and conversing. This person will speak with most general visitors and functions as spokesman for the Department. However, the individual is professionally and personally on equal par with the other members of the faculty. Sq. Ft.: 120. E/S: One (1) each desk, back desk with file drawers, faculty chair, and waste basket. Three (3) soft visitor chairs. Built-ins: 40 sq. ft. of CB, 20 sq. ft. of TB, adjustable hardware and shelves for 30 lin. ft. of book space, and two (2) telescope type coat hooks. Protect: Sect/recp. control as above. Relations: See Acad Off. above for this and remaining categories.

OTHER OFFICE -- SECRETARY/RECEPTIONIST (SECT/RECP.) (8): Function: This space should accommodate the full-time sect/recp, two half-time assistants, and visitors. Space for waiting visitors should allow for six (6) people seated and four (4) standing. Both the presence and location of the sect/recp and assistants should control visitor access to chairman and faculty. Such control should not be obtrusive. This staff will also: screen incoming general or Departmental calls, file, type, control storage and A/V issue, make coffee, and duplicate Departmental materials. For many people this is the Departmental "main door." Although it will be a busy location, all users should feel comfortable and at ease. Sq. Ft.: 360 incl circulation space. Mat'ls: Warm and inviting -- possibly wood panelling (not smooth -- see Wurster Hall at U.C. Berkeley). E/S: Main desk with attached typing side unit. Matching desk for assistant, movable typing stand, two (2) secretarial chairs, two (2) waste baskets, four (4) four-drawer files (2 std, 2 legal) with wall space for two (2) additional future files, two (2) guest chairs, one (1) four person guest bench, one (1) or two (2) end tables, and one (1) coffee table. Relations: Described above and earlier under Acad Off and Chairman. Considerable clear glass could be used between office space and circulation to provide an inviting feeling and Departmental identification. Acoustics: As a busy space this should be considered quite carefully. A/C: Capable of future cooling. Operating windows for the present.

OFFICE SERVICE -- WORK SPACE (9): Function: Storage of general office and duplicating supplies, work counter surface for duplicating and related activities, and an area for coffee making (could be in the Kitchenette space if sufficiently close in final design). Sq. Ft.: 120. Built-ins: Storage cabinet for typical small size office and duplicating supplies (e.g., paper, envelopes, fluid, cleaner, etc.) -- 80 to 100 cu. ft. Work counter with under-counter storage. This should contain a sink and sufficient room for a duplicating machine plus free work space of 4' min. Flex: Cabinet shelves should be adjustable. Relations: Close to Sect/Recp area. This need not be in an enclosed room (see Monterey Peninsula). Acoustics: Whether in a separate room or an alcove this space should be acoustically treated to dampen duplication sounds. A/C: Good exhausting of smells. Capable of cooling in future. Remarks: Both this and space #10 have been sized at 120 sq. ft. This will allow for either or both to be converted to faculty offices when needed in the future. Space #10 would require less work to convert particularly if a sink is to be built-in to the above counter. If the Kitchenette is close, the sink can be eliminated. If a separate room is designed for this space it should have a window configuration to match the Acad Offices. The same applies to the room for space #10.

OFFICE SERVICE -- STORAGE (10): Function: Storage of larger size office and A/V E/S. Sq. Ft.: 120. E/S: A/V E/S with carts, cords, spare lamps, port movie screens, etc. Built-ins: Adjustable shelving as in Acad Off. Flex: Capable of easy conversion to an Acad Off. Relations: Under control of sect/recp. In pattern of Acad Offices. Remarks: See space #9 above.

CONFERENCE/SEMINAR (11): Function: Housing for Departmental and other conferences as well as seminars for M/M. Should hold 15 people comfortably. It is the primary space for courses #57, 58, and 61. Sq. Ft.: 220. Mat'ls: Wall materials should be such that displays, announcements, or other presentation material could be tacked-up (this does not mean a TB -- rather one or more entire walls could be a tackable material). E/S: Tables that can be arranged for various conf. uses, 15 conf-type chairs, and a waste basket. Built-ins: 32 sq. ft. of CB (wall), movie screen, and adjustable hardware and shelves for books -- 30 lin. ft. of shelves. Relations: Primary proximity to Acad Offices, Kitchenette, and Chairman. This is a highly used space for bull sessions, meetings, and seminars. It could be a semi-partitioned or visually open (glassed) space central to the proximate spaces. Some discussions may become confidential and space closure should be possible at some point -- not necessarily at the boundary of this space. Elect: Lighting capable of dimming for movies. Outlet and conduit for future computer terminal. Acoustics: Sound control to avoid distrubing faculty offices or for problem indicated above. A/C: Capable of future cooling. Remarks: The importance of this space for bringing faculty and/or major students together formally and informally can not be emphasized enough.

KITCHENETTE (12): Function: Storage and preparation of food on a moderate basis 1) for meetings in the Conf/Sem space and 2) for spectator functions as a concession space. This latter aspect was worked out quite well at Monterey Peninsula and was liked by the D-M Group. Such service was opened to an exterior circulation area one floor level removed from the activity spaces. Conf/Sem service is internal. Sq. Ft.: 100. Mat'ls: Kitchen level. E/S and Built-ins: The architect is to include the following as either loose equipment or built-in: refrigerator; range top (two burner min); oven or warming drawer; two basin sink; and storage for dry food, dishes, cups, glassware, utensils, pots and pans, and cleaning supplies. There should be sufficient counter space for an electric hot dog warmer and other spectator only supplies (e.g. bun boxes, paper cup boxes, coffee urns, coke cases or fountain dispenser, cash boxes, etc.) as well as the general work of preparation and clean-up. Protect: Against exterior break-in. Relations: As indicated above. Elect: Provide sufficient service and outlets for unanticipated appliances. A/C: Capable of future cooling. Extra ventilation for occasions of spectator service. Remarks: Organization for spectator queuing, order placing, service, and payment is important. See Pat Elliot at Monterey Peninsula.

ACTIVITY AREAS:

MAIN GYM (13): Function: Primary activity space for courses 4, 5, 17, 18, 20, 29, 30, 39, and 45. Secondary space for 2, 3, 7, 9, 10, 11, 13, 14, 15, 20, 21, 22, 35, 39, 41, and 46. The secondary uses are comprised of lectures, tournaments, spectator events, intramurals and general recreation, and rainy or foggy day use. Because of the seating potential -- bleachers plus rented chairs -- the gym will be used for drama productions, music presentations, campus movies, conferences, and some limited exhibitions. It will find further use for College dances. Dance, music, and drama productions will use both arena and standard stage type formats. The specific layouts and lighting arrangements should be discussed with the appropriate references (see below) during the design development phase once an initial space configuration is determined. A ticket selling and taking system must be designed. This can and should be simple without special booth construction. Monterey Peninsula again is good to visit in this regard. A simple window(s) arrangement and queuing control layout is sufficient for sales. Sq. Ft.: 13,000 ±. Dims: Governed by basketball -- see extensive discussion under Hi Comp Activity #39. Mat'ls: "Tartan" flooring as indicated elsewhere. Wall surfaces should be smooth and free from projections. Padding behind basketball backboards should not be necessary with sufficient floor space for overruns. The possible exception to this may be the two(2) cross-courts. If these are tight the padding used at Sonoma State College should be considered. E/S and Built-ins: See listed Activities. Protect: See Mat'ls above and individual Activities. The line paint must be carefully specified and manufacturer guaranteed because of frequent street shoe use. Flex: Ease of E/S movement to and from storage is mandatory -- eight foot (8') door heights and no thresholds. Activity court layouts can and must be made such that at least two (2) intramural or recreational uses can occur simultaneously. The badminton courts run in two (2) strings or rows of four (4) side-by-side courts each. Volleyball will work with the four (4) courts in a square donut arrangement. Relations: See #39 for discussion on circulation to locker rooms. Mandatory adjacency to storage. Desirable adjacency to A/V control and storage with visual access. Easy access to public toilets (may be outside circulation). Concessions should be relatively remote to discourage food and drink consumption in gym. Door and locking arrangements should be such that only "public necessity" areas of the building are accessible during dances, plays, etc. Elect: See #39. Six (6) ellipsoidal and ten (10) Fresnel spots on a bus bar(s) are required for drama and music (verify location and adjustment needs with appropriate references). Primary control should be at floor level with possible secondary control at the A/V control room. A system should be worked out for signal communiction instructions from various room remote locations (e.g., from movie projection area, play director, basketball timer and scorer table, etc.). Scoreboards should be wall mounted at each end of main court. Movie sound should go thru P A speaker system. Acoustics: Because of the many uses with various acoustical needs, an acoustical consultant shall be employed. Acoustical design shall be based on achieving "reasonable" quality for drama and music. Concert hall quality is not needed. A/C: See #39. Plumbing: Drinking fountains only are needed and shall be located immediately outside of the gym. Ref: See each Activity description. Also for drama: Dayton Coffey; for music: Bertil van Boer; for general and student use: Charles Ray and the others above.

MAIN GYM EQUIPMENT STORAGE (14): Function: Storage of E/S for courses 4, 5, 17, 18, 20, 29, 30, 31, 39, and 45. Spaces #14, 16, and 18 may be combined for convenience if the design layout so allows. If at all possible there is a considerable advantage to interconnecting the three gyms around a central E/S storage space. Sq. Ft.: 800. Dims: Gymnastic equipment. E/S and Built-ins: See each listed activity. Flex: Ease of E/S movement to and from gym(s). Relations: Adjacency to main gym mandatory. See Function above.

AUXILIARY GYM I -- CONDITIONING GYM -- (15): Function: Primary activity space for courses 1, 21, 22, 23, 25, 36, 37, 46, and 54. Secondary for 43 and 45 as well as for free individual faculty and staff workouts. Sq. Ft.: 2,800. Dims: See course descriptions. 14' min ceiling (clear to lights) with 16' preferred. Mat'ls, E/S, Built-ins, and Protect:

See listed course descriptions and discussion of MATS following course description #37. Flex and Relations: E/S movement to and from adjacent storage. Dual or simultaneous single class use of both Aux. Gyms (course #21). This can be accomplished by gym adjacency or by passing thru storage area. Elect, Acoustics, and A/C: See listed courses and related references. Again, each of these has important considerations for human use and and comfort in this gym. No requirement for cooling provisions anticipated. Ventilation must be quiet and draft-free. Plumbing: Drinking fountains to be provided but not in gym. Remarks: Again, although exterior or outside circulation to locker areas is acceptable, some semi-protected and heated route should be available on foul weather days. As with the main gym, the primary circulation route could provide this (heated as needed) and still be outside.

AUX GYM I EQUIPMENT STORAGE (16): Function: Storage of E/S for courses 21, 22, 23, 36, 37, 46, and 54. See Function discussion for main gym equip. storage above. Sq. Ft.: 200. Relations: See discussions for spaces 13, 14, and 15 above. All other categories are as indicated in listed course descriptions and space #14.

AUXILIARY GYM II -- DANCE STUDIO -- (17): Function: Primary activity space for courses 9, 10, 11, 13, 14, and 41. Secondary for 1, 21, 22, 23, and 46. Sq. Ft.: 2,800. Dims: See courses 9 and 10 particularly. Min clear ceiling weight to obstructions is 12' and 16' is preferred. Mat'ls, E/S, Built-ins, and Protect: See listed courses. Flex and Relations: See Aux Gym I (space #15) and discussions for spaces #13 thru 16. Elect, Acoustics, and A/C: See courses and Aux Gym I. Plumbing: Drinking fountains provided but not in gym. Remarks: Exercise extra care in designing this gym. Dance instructors are quite demanding.

AUX GYM II EQUIPMENT STORAGE (18): Function: Storage of E/S for courses 9, 10, 11, 13, 14, 28, and 41. Sq. Ft.: 200. For all other categories see the listed course descriptions and discussions for spaces #13 thru 16.

AUDIO-VISUAL CONTROL AND EQUIPMENT STORAGE (19): Function: The immediate primary use of this space will be to house the A/V E/S necessary for music in Aux Gym II for dance courses. This E/S is best described as a moderately professional hi-fi consisting of an amplifier, am-fm tuner, changer/turntable (or turntable only), tape deck, monitoring speaker, and hook-ups to dance studio speakers and mike jacks (definitely see this facility at Monterey). Record, magnetic tape, T-V tape, and movie storage space is also to be provided (see course descriptions). Since such equipment is also necessary for dance presentations and College dances in the Main Gym, this space should relate visually and electronically to the Main Gym as well as to Aux Gym II. It is anticipated that initially all three portable video-tape cameras and monitors will hook into a number of remote outlets (see discussion at the start of sub-section 5.1.3.). These outlets will be connected by conduit to the video-tape and T-V control centers in the Little Theatre THRU this PE Complex control center. Initially the conduit will only pass thru this space. As future campus T-V demand grows a sub-control station will be developed in this PE space. Sufficient space should be allocated for this at this time. Sq. Ft.: 150. E/S: Consult with Alan Young and Monterey Peninsula College. Protect and

Relations: This space is to have visual and physical (door) connections to 1) Aux Gym II and, if possible, 2) the Main Gym. Electronic connections should be provided with the spaces and/or locations indicated in the discussion at the end of 5.1.3. A phone is mandatory. It is important that if this space is being used in conjunction with the Main Gym the door to Aux Gym II should be lockable to prevent entry to that gym. The opposite condition also holds true. In short both doors should be separately lockable from both sides. Elect and Acoustics: See Alan Young. A/C: Well ventilated initially. Capable of cooling in the future. Remarks: The port T-V camera and monitor used in the three gyms and handball courts will be stored in this room.

HANDBALL COURTS (20-23): Function: Activity space for four-wall handball initially and squash eventually. Sq. Ft.: 800. Relations: No specific needs other than relatively good proximity to the locker areas. Players perspire considerably in this activity. Therefore, outside circulation should be avoided if possible.

SERVICE AREA: MEN

LOCKER SPACE (24): Function: Clothes changing and storage area for students participating in General Activities, intramurals, or for general, non-class recreation and work-out. Participants in Recreation Commission (Rec Comm) programs will use this space for changing, but they will not use the lockers. These men will use nylon bags with hangers for clothes and will check same with their valuables at central equipment. The same will hold true for women in such programs in their dressing area (#29 below). Sq. Ft.: 2,000. Mat'ls: Durable and colorful walls. Non-slip floor coved for easy cleaning. Built-ins: Provide a TB of 16 sq. ft. min. Also 1,170 lockers each 9" w. x 24" h. x 15" d. with a 3" air space behind each (6" for back-to-back lockers). These are to be stacked three (3) lockers high on a low base (6"-8") producting 390 total stacks. Each locker is to have a combination lock. Bright colors are to be selected. The distance between facing locker banks is seven feet (7') with a continuous single floor mounted bench dividing the space equally.(This plus circulation at row ends was the basis used for determining the total square footage). Provide metal mirrors at each end of each locker bank. Protect: The only supervision of the locker area as well as the showering and drying areas will be a staff member passing thru occasionally. Therefore, mat's should be chosen for durability against the change occasion of emotional and physical outbursts. Flex: Expansion shall be considered in the range of 10% to 25%. The system for expansion used at Marin made the initial space open feeling and asthetic. Relations: Primary relationships are to the drying area and toilets. Secondary relationships are to the Hi Comp locker area and showers (both possibly thru or via the drying area). There are no restrictions as to the number of means of access. Direct access to the outside is, however, undesirable. It would be helpful (but not mandatory) if anyone coming or going, to lockers passed within eyesight of central equipment. A/C: Warmth and draft-free ventilation quite important. Locker ventilation system. Ref: (b) 67-73.

SHOWER/DRYING (25): Function: Showering and drying facilities for all male students including Hi Comp and excluding visiting students or Napa students assigned to the flexible space facilities (#33 below). Spaces also used by men in Rec Comm programs (see Remarks below). Sq. Ft.: 1,260 (640 in shower; 620 in drying). Mat'ls: Non-slip floors with coved base, ceramic or equal wall mat'l to ceiling, and ceiling to resist steam damage. Metal to be institutional wear quality. Built-ins: Benches in drying area as well as shelves for dry towel pick-up (wet towels will be deposited in wheeled carts after use). Protect: Durable mat'ls! Relations: Shower relates to drying only; drying to Hi Comp space, toilets, and to main locker area. Drying area to have easy access for staff removal and supply of towels. A/C: Warmth and draft-free ventilation quite important. Plumbing: Good drainage in both areas. Wash down hose to reach both. Ten (10) shower towers with six (6) heads per tower -- set head height for men, not boys. Provide hot and cold water controls for each head. Allow 64 sq. ft. per shower tower. Remarks: Provide horizontal wall mounted metal pipes or equal in drying area within eye view of showering area for hanging of nylon bags used by Rec Comm program participants. This could be worked out in conjunction with towel shelves since these people provide their own towels. Allow for 60 bags at one time max. Ref: (b) 69.

TOILETS (26): Function: Serves spaces #24, 25, and 27 as well as the proximate building area. Sq. Ft.: 200. Mat'ls: Sim. to space #25, all quite durable. Built-ins: Typical for toilet room. Metal shelves under mirrors. Plumbing: Provide three (3) water closets, four (4) urinals, and four (4) lavs. For basis see Appendix. Remarks: The architect is well aware of damage problems in the present toilet rooms. Material durability is quite important.

HIGH COMPETENCE ACTIVITIES LOCKER SPACE (27): Function: Clothes changing and storage area for students participating in Hi Comp Activities. An additional function of this space will be to house spontaneous, short, or rainy day lectures for the same students. These students will use the showers and toilets provided in spaces #25 and 26. Sq. Ft.: 950. Mat'ls: Same as space #24. Built-ins: 50 open cage type lockers each 15" w. x 16"d. x 72" h. (equal to DeBourgh "Sophomore"). 30 standard metal lockers each 12" w. x 15"d. x 72" h. Each locker is to have a combination lock. Provide bench seating (100 lin ft ±) for lectures as well as benches for dressing. All benches floor mounted. Also to be included are 48 sq. ft. of CB, 24 sq. ft. of TB, a built-in (wall mounted) movie screen, clock, and a cleat cleaning grille just outside of the exterior door. Relations: Excellent proximity to shower/drying area and toilets. Secondary proximity to training room. Access ease to exterior (directly as possible) and interior circulation. Elect: Lighting dimable for movies and video tapes. Outlet for movie projector (no speakers built-in however). Acoustics: Relatively sound proof from other spaces. A/C: In addition to normal locker room ventilation, provide for high BTU heat source for night drying of clothes. An example of this is a time clock controlled space heater (provide for staff activation of clock -- does not have to go on every night). Also provide for ventilation of std lockers. Remarks: A "U" shaped locker arrangement with lect space in void is desirable.

FACULTY LOCKER, SHOWER, AND TOILET AREA (28): Function: Clothes changing and storage space, shower, and toilet facilities for general as well as departmental faculty. Sq. Ft.: 200. Built-ins: 16 full height standard lockers 12" w. x 15" d. x 72" h. with dressing benches floor mounted. Typical toilet room equipment (mirror, paper or other towel dispenser, etc.) If the budget allows a continuous counter for lavs, would be nice -- this is not mandatory. Protect: Non-slip floors with coved bases. Relations: Reasonably convenient to faculty offices, but this is not a major design constraint. Location and arrangement should discourage accidental student access. A/C: As described for other locker spaces. Plumbing: Two (2) showers with drying spaces for each, one (1) water closet, one (1) urinal, and one (1) lav (either wall hung or counter top types acceptable). Remarks: Mirror and showerhead heights for 6' + men.

SERVICE AREA: WOMEN

LOCKER SPACE (29): Function: Clothes changing and storage area for students participating in General Activities, Hi Comp Activities, intramurals, and/or for general, non-class recreation and work-out. Rec Comm use same as men (see space #24). Hi Comp lockers should be grouped for convenience and association -- women (with far fewer participants) will not have a separate room. Sq. Ft.: 1,670. Mat'ls: Durable and colorful walls. Non-slip floors coved for easy cleaning. Built-ins: TB of 16 sq. ft. min. Also 783 lockers identical to the men's (space #24). These are to be stacked three (3) high also, resulting in 261 total stacks. In addition provide 51 full-height lockers each 9" w. x 15" d. x 72" h. with 3" air duct space (6" for back-to-back lockers). These shall match the 24" lockers in appearance and overall height. They will be used by Hi Comp participants. Provide floor mounted benches and metal mirrors as in the men's locker room. In addition provide one (1) wall mounted full-length mirror. In this area and adjacent to the drying space there should be located six (6) hair dryers. There shall be the hood type (wall mounted, if possible, with a bench seat) and there shall be the hand/face drying blower type. Protection and Flexibility: Same as for men (see space #24). Relations: Primary relationships are to the drying area and toilets. Secondary to the showers. Access, again, should be within eyesight of central equipment. However, there is no limit to the number and location of access points. A/C: Draft-free, quiet ventilation system. Locker ventilation system. Ref: G. Lyon and (b) 67-73.

SHOWER/DRYING (30): Function: Showering and drying facilities for all female students including Hi Comp and excluding visiting students or Napa students assigned to the flexible space facilities (#33 below). Also to be used by women in the Rec Comm programs. Sq. Ft.: 1750 (1075 in showering and 675 in drying). Mat'ls, Built-ins, and Protect: Same as for men (see space #25). Relations: Showers relate to drying only. Drying relates to locker room and toilets. Drying area to have easy access for staff supply and removal of towels. A/C: Warm and draft-free. Plumbing: Good drainage in both areas with wash-down provisions. Ten (10) shower towers with five (5) shower heads per tower. Provide with divider curtains and entry privacy curtains -- both could go if budget gets too tight. Allow 100 sq. ft. per tower. Also provide six (6) shy showers and related individual drying areas. All shower heads to have individual hot and cold water controls. Remarks: Make same provisions as indicated under Remarks for space #25 -- men's shower/drying.

TOILETS (31): Function: Serves spaces #29, 30, and the proximate building area. Small rest area included in addition to toilet function. Sq. Ft.: 220. Mat'ls: See space #25.

E/S: Cot (metal) with blankets and pillow. Built-ins: Typical for toilet room. Metal shelves under mirrors. Sanitary napkin dispensers. Plumbing: Provide six (6) water closets and three (3) lavs.

FACULTY LOCKER, SHOWER, AND TOILET AREA (32): Function: Female equivalent of men's space #28. Provide metal cot with blankets and pillow for resting. Sq. Ft.: 250. E/S: Cot indicated above. Built-ins: Ten (10) full height standard lockers each 12" w. x 15" d. x 72" h. with dressing benches floor mounted. Typical toilet room equipment (mirror, paper or other towel dispenser, sanitary napkin dispensers, etc.). Provide continuous counter for lavs and making-up. Protect and Relations: Same as for men's counterpart (see space #28). Plumbing: Two (2) showers with drying spaces for each, one (1) water closet, one (1) lav and counter.

SERVICE AREA: GENERAL

FLEXIBLE LOCKER, SHOWER, AND TOILET AREA (33): Functions: The word flexible is used here to indicate three things: 1) the space can be assigned to either men or women on a quarterly basis depending upon male/female proportioning of demands for lockers; 2) the space can be used by either men or women participants from visiting schools on an event basis (this second point should not conflict with the first, since such use would normally occur after general Activity or Recreation hours); and 3) the space could be assigned to faculty, administration, and staff plus the over-flow of male students and still allow for the use indicated in 3). (This will produce some very minor conflicts that can be worked out when visitor of the opposite sex are here for an event. Thus, the College can put the space to a number of uses. Other than the items introduced under "Built-ins", the functional use and other category topics are similar to those listed for spaces #24, 25, 26, 29, 30, and 31. Sq. Ft.: 1,400. Built-ins: 102 combination lock lockers each 9" w. x 24" h. x 15" d. with 3" air space behind (6" total for back-to-back lockers). These are stacked three high for a total of 34 stacks. Provide at least four (4) metal mirrors to accommodate both men and women. Provide floor mounted benches and spacing as used in spaces #24 and #29. Provide two separately lockable areas of 150 sq. ft. each enclosed with floor to ceiling wire cage material. Within these provide floor mounted dressing benches, hanging hooks, and a single sturdy continuous shelf above hooks. These spaces will be used by visiting students for changing and interim storage. Therefore, provide as many benches and hooks as conveniently possible. The drying area should be equipped as indicated for spaces #25 and #30 (eliminate Rec Comm program provisions). Provide three (3) blower type hand, face, and hair dryers in the toilet area. Design and equip the toilet area for use by either men or women. Protect: Again, durability of materials and equipment is quite important. Relations: Although the space is self-contained, it should have proximity to central equipment, circulation to activity areas, and easy locatability for strangers. Elect, Acoustics, and A/C: As for similar use spaces. Plumbing: Provide four (4) shower towers with five adjustable heads per tower. Allow 100 sq. ft. per tower. Again, provide individual hot and cold water controls for each head. Provide three (3) water closets, two (2) urinals, and three (3) lavs with mirror and metal shelf. Remarks: Keying should be studied carefully.

CENTRAL EQUIPMENT (34): Function: The primary functions of this space are to store, issue and receive, launder, and repair the E/S required for the courses indicated in section 4.0.0. It is also home base for the equipment manager/supervisor and both the full-and part-time assistants. These people administer the functions of this space, deliver and pick-up towels from the five drying areas (#25, 28, 30, 32, and 33), set-up and take-down the various major equipment item indicated earlier, and man the training/first aid area. The secondary functions of the space are related to the Rec Comm program. The Rec Comm will provide supervisory personnel to handle their equipment issue and return, minor storage (100 sq. ft. of separately lockable space within Central Equipment area), clothing and valuable checking, towel issue and return (possible future development), and locker room control. This is neutral ground available to both men and women. Sq. Ft.: 2,000. The sub-space areas included are:

1. Daily E/S issue and receiving (counter, bins, and window)
2. Central area for desks as well as tables for sorting and repair of E/S and current storage including towels.
3. In-season Hi Comp storage cages (see Special Notes at end of Section 4.3.0.)
4. Laundry
5. Off-season bulk storage for E/S.
6. Rec Comm storage

E/S: See the following courses for specific storage needs:

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Those course numbers followed by an asterisk also have field storage requirements which should be checked against Central Equipment storage requirements for item identification and location. Also required are two (2) each of desks, chairs, and waste baskets; one (1) three drawer file; large table(s) for E/S sorting and repair with storage bins below (design will establish need for more than one); one (1) power sewing machine; commerical quality domestic wash machine, commercial quality dryer, and space for either a future water extractor or additional dryer; portable dirty towel carts; portable pipe racks for hanging Rec Comm nylon bags (it would be preferred if this could be built-in near the issue window if the design so allows), allow for 120 bags, and miscl. table top E/S such as a typewriter, adding machine, etc. Built-ins: Storage as determined by architect from re-visiting various colleges previously mentioned and from tabulating specific course storage needs. Also provide 16 sq. ft. each of TB and CB wall mounted both just inside and just outside of the issue/return window (outside is more important than inside). Protect: Against theft and/or break-in. Flex and Relations: The writing to this point should give a good picture of the location for this space. It would be ideal if field storage (36) backed up to this space. The training/first aid room (35) should be directly adjacent with control by the manager/supervisor. The laundry area could be adjacent to or include a custodial area. Floor level should be approximately level with a service road to facilitate pick-up and delivery of towels (to be washed by others). A loading dock is not needed. Finally, as mentioned elsewhere it would be helpful if the three locker areas could be visually controlled from here without being obvious. Elect: Power outlets for repair tools (including a power sewing machine). Telephone. A/C: Good ventilation. Plumbing: Laundry or custodial sink, floor drain, and provisions for washer, extractor, and gas fired dryer(s). Ref: (b) 73-74.

TRAINING/FIRST AID (35): Function: Used primarily for prevention and care of athletic injuries as well as first aid station for the GYM COMPLEX and campus in general. Also serves as a classroom/lab for courses #59 and 63. It further serves as the location for giving medical exams periodically. Sq. Ft.: 650. Mat'ls: Waterproof at whirlpool area. E/S and Built-ins and Plumbing: Included in this space are: Two(2) plinths (used for taping, tape removal, first aid, and medical exams); two (2) straight-back chairs; wastebaskets; two (2) scales; two (2) stools; two (2) portable equipment cabinets (primarily for medical exams, but for taping also); long counter (min 10', max depends on room layout) with sink, storage shelves below, and cabinets above (all storage lockable); one (1) whirlpool hydrotherapy tank for full body and provisions for easy addition of a second unit in the future; enclosed lav and water closet; and a 6' x 8' sauna with 'L' shaped seating. The plinths should be spaced and situated to allow for use as medical exam tables. This will mean having the portable cabinets and stools at hand. Curtains and track should be provided to partition spaces for exam privacy (use hospital type design). Protect: Theft prevention. Flexibility: Check plan layout for medical exam use with queuing of many students (50+). Check with Doris Zylinski at the State Hospital on this (226-20;; x 321). Relations: Accessible from all locker and activity spaces via Central Equipment control. No through traffic. Ref: Bev Estes, Doris Zylinski, and (b) 74-77.

FIELD EQUIPMENT STORAGE (36): Function: Storage of primarily large outdoor E/S for courses #2, 3, 6, 8, 15, 29, 30, 31, 35, 38, 40, 42, 43, 47, 50, 51, and 67. See discussion under Special Notes at end of Section 4.3.0. Sq. Ft.: 800. E/S: See individual courses. Built-ins: As required to store E/S. Protect: Theft break-in prevention. Relations: Directly to outside with truck access. Direct internal relationship to Central Equipment desired if possible.

POOL EQUIPMENT STORAGE (37): Function: Storage of E/S directly related to pool use and maintenance. E/S that may be needed on a spontaneous basis or is too bulky to take back and forth to central equipment. See Special Notes at the end of Section 4.2.0. Sq.Ft.: 200. E/S: As used for pool maintenance and operation as well as aquatic classes: #12, 24, 26, 27, 28, 34, 49, 53, 63, and 67. Built-ins: As required for E/S storage. Protect: Theft and break-in prevention. Relations: Directly to pool preferably at deck level.

NON-ASSIGNABLE SQ. FT. SPACES:

PUBLIC TOILETS: Function: To serve public areas not covered by toilet areas in spaces #26, 28, 31, 32, and 35. Sq. Ft.: 800 ± total of spaces. Mat'ls and Protection: Materials as durable an indestructable as possible. This is particularly important for emotional game situations. Architect is to determine fixture and E/S needs. Relations: Close to high public use areas (e.g., main gym, departmental office, classroom, etc.). This will naturally depend upon facility configuration and proximity of toilet area indicated above. Toilets for use in conjunction with Main Gym should be easily supervised during games, dances, movies, and other public functions. Location should not require deep penetration of building (which will be locked as completely as possible during such events).

CUSTODIAL AREAS: Function: Facility maintenance. Sq. Ft.: 200 total. Mat'ls: Give these men bright colors -- they deserve it too. E/S and Built-ins: As normally required. Tartan floor requires some special E/S -- verify and locate in good proximity. Relations: One in conjunction with Central Equipment to serve lockers and related areas. One to serve gym areas. Others as dictated by facility configuration. Ref: Al Luntey.

MECHANICAL AREAS: Function: Obvious. Sq. Ft.: 500 total. Remarks: A/C needs indicated through-out report. Equipment and ducts may run exposed in most locations (painted colorfully?) so long as sound level is quite low. Units at Sonoma State College were functionally and visually disturbing. For acceptable exposure of ducts (unpainted, however) see Wurster Hall at U.C. Berkeley.

TROPHY CASE: Somewhere in the proximity of the Main Gym a secure trophy case must be located. This should contain 100 cubic feet of space with divider shelves. It may be built-in a wall, designed as free-standing, etc., at the discretion of the architect. It should be prominent. Further, it should be lighted, tamper-proof, and, preferably, unbreakable.

VENDING MACHINES: Automatic vending machines should be available for daily use. These should be located near the locker exits. They should be visually unobtrusive -- e.g., in a room, an alcove, or recess. Eventually it may be necessary to carry a stock of socks, supporters, handball gloves, etc. At the Central Equipment issue area or to have same machine dispensed.

COAT CHECKING: A room near the Main Gym should be considered for spectator event or dance coat checking. People should not have to penetrate the building and disrupt security for this function.

5.1.3. EXTERIOR SPACES:

The following two groups of outdoor facilities are described in detail in the related course descriptions (4.2.0. thru 4.5.0.). This section is presented as a cross-reference and for comments not picked-up elsewhere. Areas requiring video-taping capability are so indicated by: "T-V". Although a cable hook-up to the main control room in the Little Theater is desirable in all such locations, the cost of laying cable may be prohibitive. A combination of battery operated equipment and some well chosen fixed cable outlet box locations may be a more flexible and inexpensive answer. Therefore, areas at which stop-action or other refined use is more important have been indicated by: "T-V (box)" implying a junction box. Alan Young should be consulted on this.

A. BASIC FIELD OR FACILITY EXISTS -- improvements, additions, alterations, completion, or no work at all needed for operational use.

1) ARCHERY: FIELD TARGET COURSE: Courses #2 and 3. See site consideration comments in Section 5.2.0. T-V (min possibility of use).

2) ARCHERY: RANGE TARGET FIELD: Courses #2 and 3. T-V.

3) BADMINTON: Courses #20, 58, and 60.

4) BASEBALL DIAMOND: Course #38. T-V (box).

5) CAMPUS LAKE/DOCK: Courses #6, 63, and 67. T-V.

6) CROSS COUNTRY COURSE: Course #40. T-V (min possibility of use).

7) FIELD HOCKEY AREAS: Courses #29, 30, 31, 42, 58, and 60. T-V (min possibility of use).

8) FOOTBALL FIELDS: Courses #29, 30, 31, and 43. T-V (Battery unit sufficient if field is close enough to another field which has a box -- e.g., baseball diamond or track -- for place kicker, punter, and passer self-study use).

9) RUNNING TRACK and RELATED FIELD AREA: Courses #23, 29, 30, 31, and 51. T-V (box) -- heavy use during season with need for both running and field events study.

10) SOCCER FIELDS: Courses #29, 30, 31, and 48. T-V (min possibility of use).

11) SOFTBALL DIAMONDS: Courses #29, 30, 31, 47, 58, and 60. T-V.

12) TURF AREAS -- for general exercise and ball game use: Courses #23, 25, 29, 30, 31, and 35. T-V.

13) VOLLEYBALL COURT (turf) AREAS: Courses #20, 29, 30, 31, 58, and 60. T-V.

In addition to the above the small, existing athletic E/S storage shed will be converted to grounds keeping E/S storage.

B. MAJOR NEW CONSTRUCTION -- site exists, but major work necessary for operational use.

1) BASKETBALL COURTS: Courses #29, 30, 31, 58, and 60. T-V. Provide sleeves and painted lines for volleyball courts.

2) CAMP SITES: Courses #8 and 66. Architect to do planning at this time. Construction will be done by college staff. Water line necessary now.

3) COURT GAMES: CROQUET: Courses #20, 58, and 60.

4) COURT GAMES: HORSESHOES: Courses #20, 58, and 60.

5) COURT GAMES: SHUFFLEBOARD: Courses #20, 58, and 60.

6) COURT GAMES: BOCCE BALL: Courses #20, 58, and 60.

7) GOLF: PUTTING GREENS: Courses #15, 16, and 44. T-V.

8) GOLF: CHIPPING AREA: Courses #15, 16, and 44. T-V (box if close to driving cage area only).

9) GOLF: DRIVING CAGE AREA: Courses #15, 16, and 44. T-V (box).

10) GOLF: 3 HOLE SHORT COURSE: Courses #15, 16, and 44. Architect to do master planning at this time. Construction will be by College staff in future. See site consideration comments in Section 5.2.0.

11) HANDBALL: ONE WALL: Courses #20, 58, and 60. T-V (min possibility of use).

12) JOGGING PATH: Course #23

13) SWIMMING POOL: Courses #12, 23, 24, 26, 27, 28, 34, 49, 53, 63, and 67. See separate discussion under Special Notes following course description #37. T-V (box). Circulation notes: Wet participants should not have to negotiate stairs in returning to locker rooms. A rough ramp should be used for any change(s) of level. Also, wet participants should not penetrate the building tracking water on floors. Exterior or semi-exterior locker room entrys are needed. If at all possible these should be supervised visually from central equipment. Some few or occasional participants will need to go directly to central equipment and then to the appropriate locker rooms (e.g., Rec Comm participants and students in Skin and SCUBA Diving classes). It would be advisable to avoid additional entrys, particularly those which are exterior and difficult to supervise visually. Therefore, alternative solutions such as using indoor-outdoor carpeting should be explored. Finally, a hosebib with an automatic (spring loaded) faucet should be available at deck level for rinsing feet before entering the pool.

14) TENNIS COURTS: Courses #32, 33, and 50. T-V (box).

15) GENERAL FIELD AREA SECONDARY STORAGE: See discussion under Special Notes following course description #54. Consult with Alan Young re: T-V security system as an alternative.

SPECIAL NOTE: In so far as it is practical the architect should consider completion of some exterior play courts prior to project completion of the total facility. This would facilitate activities such as tennis at an earlier date.

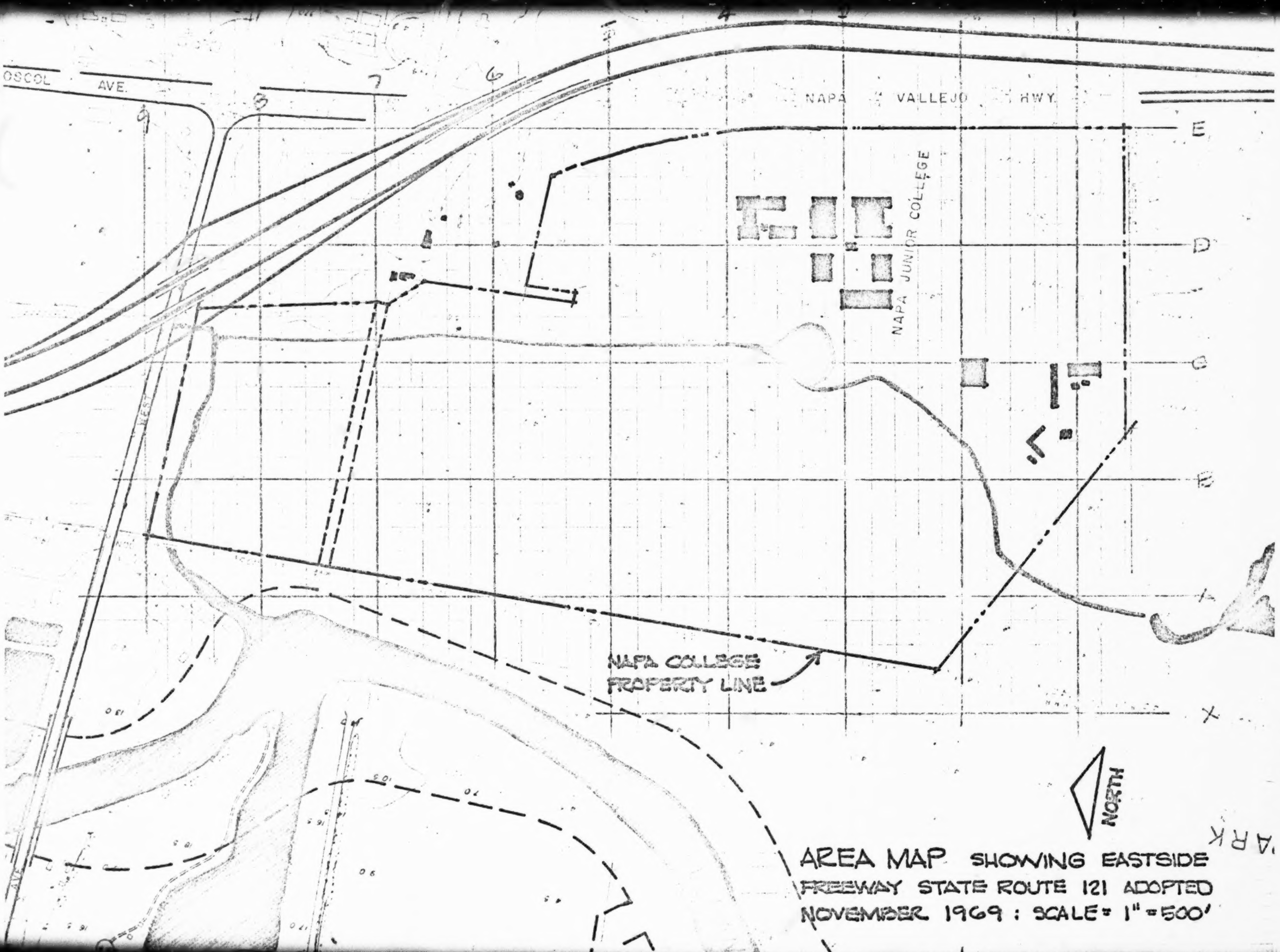
5.2.0. GENERAL SITE CONSIDERATIONS

A number of references to site development needs have been indicated above (e.g., general court and field areas, decentralized game/court areas, jogging/walking path, etc.). However, three important considerations have not been discussed and they are covered here.

First, enrollment growth, Gym Complex location, and increased public use of the facilities will produce the need for 1) improvement -- paving and lighting -- of the north parking lot, and 2) development of a second means of site access. The State will not financially support development of the parking lot as part of this construction. The location of the new freeway has been adopted indicating a diamond interchange with Imola (see Area Map). This could be quite helpful to the purposes and needs of Napa College as well as to the City for additional access to Kennedy Park. Therefore, it is felt that the College rapidly and judiciously should move toward cooperative development of the site access road and improvement of the north parking lot considering the 1973 facilities occupancy date.

Second, the Field Archery Range and the future three-hole golf course both require land which is not flooded or wet in late fall and all spring. Further, undulating topography is best for both activities -- especially Archery. Although the College has a large campus, the majority of the land is low and excessively wet for many months of the school year. Also, for the most part the topography is not undulating. However, the State Hospital property adjacent to the campus to the northeast is excellent for both activities. Even after construction of the elevated freeway there is sufficient land for the Hospital uses, the range, and the golf course to co-exist. Further, the Hospital patients and staff could use the facilities for their recreational purposes. Therefore, it is recommended that the Board investigate such development and joint use of this property.

Third, the poor drainage of the existing baseball diamond seriously limits use by the College during the spring. Fortunately for the Rec Comm programs it is dry by summer. In order to make the facility operational for the College programs indicated, new field drainage should be developed as part of the initial construction. One potential solution is to drain the water to the ditch feeding the lake.



AREA MAP SHOWING EASTSIDE
FREEWAY STATE ROUTE 121 ADOPTED
NOVEMBER 1969 : SCALE = 1" = 500'

OSCOL AVE.
NAPA VALLEJO HWY.
NAPA JUNIOR COLLEGE
NAPA COLLEGE PROPERTY LINE
NORTH
WEST
ARK
E
D
C
B
A
X
4
5
6
7
8
9

5.3.0. EVALUATION PROCEDURES:

5.3.1. LONG-RANGE CONTINUING EVALUATION:

At this point it may be helpful to refer to Section 1.2.0. which discusses the Planning Process. The major point of that discussion is that the educational environment -- particularly at a community college -- is in a state of constant dynamic flux. At least that environment should be if the college is responsive to the needs of the local community. Educators tend to view this environment as consisting of a mixture of students, faculty, the various needs of each, general objectives and/or goals, and educational programs. The educator will perform in just about any facility available so long as basic creature-comforts are provided. Administrators, budgets, and State agencies are seen as unfortunate, virtually external, elements constantly constraining their environment. From another perspective position, the architect focuses upon the physical aspects of the environment needed to house people and programs. Neither group illustrated ever really sees the total educational environment because of their personal and professional biases.

As a context for the specific evaluation recommendations which follow, the following is a construct of the educational environment as this planning consultant perceives it. Although this construct could apply to a total college or any sub-unit (department, etc.), it will be easier to visualize it if the reader thinks in terms of the Department of Physical and Recreational Education at Napa College. First, it consists of the following elements:

A. The underlying PHILOSOPHY and related OPERATIONAL OBJECTIVES for both:
    1. The College.
    2. The sub-unit.

B. The PARTICIPANTS:
    1. Students.
    2. Faculty.
    3. Staff.
    4. Administration.
    5. Trustees.
    6. Community.

C. The various PROGRAMS:
    1. Academic; general.
    2. Academic; specialized
    3. Informal.
    4. Community.

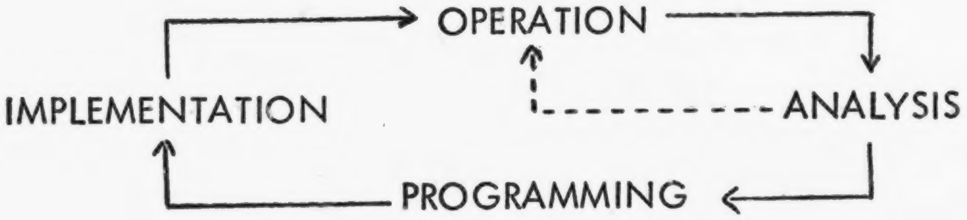
D. The PHYSICAL FACILITIES:
    1. Interior spaces.
    2. Exterior spaces.
    3. Relations to other facilities.

E. The FINANCIAL RESOURCES:
    1. Capital budget.
    2. Operating budget.
    3. Program budgets.

F. The EXOGENOUS FACTORS -- requirements and/or pressures from units beyond direct sub-unit control:
   1. Napa College.
   2. Voluntary membership associations.
   3. Transfer institutions.
   4. Employment market.
   5. State.
   6. Federal.
   7. Natural phenomena

By inspection these elements are not independent. Each influences the others to various and varying degrees.

Second, these six elements operate in a continuous, dynamic cycle which may be described as ENVIRONMENTAL INFORMATION PROCESSING. The four basic aspects of the cycle are shown in the following diagram:



Assume that the six elements are in operation at a certain point in time. Something shows up as dysfunctional (informal analysis). A formal analysis of all six elements is made. One or more elements exhibit incompatability with the others. Programming of a solution aimed at establishing harmony takes place. The solution(s) is (are) instituted. The revised operation continues to the next point of analysis. In actuality this is what has happened at Napa College over the past few years with regard to Physical and Recreational Education. This most recent ANALYSIS -- conducted early this summer and reported upon in this report -- demonstrated the present incompatability between the six elements. This resulted in the major PROGRAMMING effort described here. The programming is now complete and ready for IMPLEMENTATION. Some educational changes can take place immediately. The majority must wait for implementation of the physical facilities. With the fall quarter of 1973 OPERATION as a whole is expected to begin.

Two problems of importance to Napa College should be mentioned. First, as human beings we are frequently too adaptive. The Participants, as one element, will tend to assume that the other five elements take too much effort to change or, at worst, are unchangeable. When the situation becomes intolerable we blow-up. Then, finally, the time-consuming process of analysis, programming, and inplementation begins -- often in panic. The incompatability increases during the time it takes the process to run its course. The only sop is the carrot dangled at the end of the process. For some this carrot is not sufficiently appealing, and they leave the environment. Based upon this argument, it is strongly recommended that a program of periodic and systematic analysis be adopted and that such an analysis be conducted of all six elements of at least this sub-unit of the College. This should occur at least once each year. With the college computer capability continuing to mature, this time interval eventually could be shortened considerably. Occasionally (and rarely) no remediable dysfunction will show up after such analysis. When this occurs, operation simply continues (see dashed line on diagram).

Second, as educators we tend to be governed too strongly by the laws of inertia. Chiefly, teaching habits, procedures, courses, and course contents among many items become entrenched sacred cows. The periodic and systematic analysis described above would bring these to light for honest scrutiny. A number of experiments have been suggested (see Section 3.1.0.) in addition to the innovations integrated into the proposed programs. However, both these and the more traditional aspects must be evaluated to continually strive toward the most creative "goodness of fit" among the elements.

Such an analysis should involve representatives from each of the participant categories -- as was the case for this study. Considerable hard and soft data must be gathered and summarized for use. Value criteria must be isolated and presented for examination. Finally, the whole process must be coordinated for systematic examination. Therefore, it is also recommended that the Board establish an employment position(s) for research and coordination as soon as possible. Although such person(s) could be either "in-house" or an outside consultant, the person(s) should report as directly as possible to the Board to avoid biases for or against any particular participant category.

The various value criteria used in arriving at the programs presented in this report are included at appropriate locations within the text and the Appendix. These along with the State and Federal facility evaluation material currently in use should adequately facilitate initiation of the Environmental Information Processing cycle for this sub-unit of the College. Miss Patricia Elliot at Monterey Peninsula College has developed an excellent system for 1) semesterly scheduling of faculty and facilities, and for 2) briefly presenting the philosophy and procedures of their P E department in written form. Copies of each will be given to both Dr. Clark and Mr. Estes.

5.3.2. FACILITY PLAN-DEVELOPMENT EVALUATION:

As the facility program progressively becomes a reality, it is quite important that the D-M Group continues to function as a unit -- in this case as a building committee. Their main responsibility will continue to be to the Board of Trustees. Their primary functions will be:

1. To insure accurate interpretation of the programs by the architect and the engineering consultants.

2. To consider as a total participative body, decision questions that may arise, and to act upon those within their purview.

3. To analyze and up-date the programs if necessary as the facilities become a clearer reality. And,

4. To report to the Board on their actions, comments, and recommendations for Board consideration.

As the D-M Group performs these functions, and as major evaluative questions arise, they systematically should consider each of the six environmental elements at this particular point in time, conditions may change sufficiently in any of the elements to warrant changes in the academic program and, consequently, in the facility program and design.

According to the architect's contractual agreement with the College, he will make presentations to the Board at the end of each major phase of project development. However, during the schematic, design development, and construction documents preparation phases additional meetings or study sessions will be necessary to insure accurate interpretation of the programs. Hopefully the degree of detail in this report will minimize the frequency of such meetings. However, prior to both the study sessions and the Board presentations the D-M Group must study the material to be considered. The depth of study -- and the associated time necessary -- will increase as the plan development becomes more detailed. At the completion of the design development phase each point of the facility program should be in evidence in the architect's presentation. This is a point in the project which is of considerable significance. Any changes initiated by the College after the design is officially approved will result in an additional fee to the architect and a loss of time. Therefore it is the architect's responsibility to clearly communicate all material. It is the client's responsibility to thoroughly review that material and raise questions prior to the preparation of construction documents.

It should be realized that the architect only "simulates" reality in the various communication documents he prepares. During the schematic and design development phases he is communicating his interpretations to the client. This takes the form of plans, sections, elevations, sketches, models, written text, outline specifications, cost estimates, etc. During the construction documents phase he prepares working drawings, specifications, and contracts that translate the agreed upon design into terms understandable to the various contractors.

The following list of procedural suggestions are presented to assist the College and the architect in this communication process:

1. Mr. William Tubbs should be replaced on the D-M Group by the new Chairman of the Board of Commissioners or his appointed representative.

2. In addition to the nine members of the D-M Group, the Board, and Dr. Clark; the material should be reviewed by Dayton Coffey, Bertil van Boer, and Al Luntey for their respective areas of interest.

3. Each member of the reviewing committee should be responsible for an equitable portion of the material in Section 4.0.0. and 5.0.0. As the study sessions become progressively more detailed, each person will become more familar with the detailed content of the Sections. This does not mean that an intensive check is to be made prior to each session. One such check is needed prior to the final design review.

4. To insure adequate time to become familar with content, the architect is to submit material at least seven (7) days prior to a review meeting or study

session. Prior to the final design reviewed session he is to submit the material fourteen (14) days in advance. All material submitted must reflect co-ordination between the various engineers, consultants, and the architect.

It must be remembered that the primary purpose in conducting such systematic reviews is to develop an in-depth, rather than superficial, understanding of the project. The reviewers exist to cooperate with the architect in the project development. Although they represent the College, this should not be interpreted as a nit-picking search for errors and ommissions.

This report identifies the essential ingredients. Mutual effort, cooperation, and understanding will bring about the creative realization of both the academic and facility programs for Napa College and the District community.

6.0.0. APPENDIX

APPENDIX CONTENTS

A Goals and Objectives of Napa College.

B Needs Questionnaire (Sample pages only).

C Facilities Visited by D-M Group.

D Course Priority Ranking Form (with instructions) (Sample pages only).

E Priority Ranking Results.

F Course Description Questionnaire.

G Calculations for Locker, Shower, and Related Toilet Area Needs.

11/6/69

TO: Board of Trustees

FROM: Committee on Goals

SUBJECT: Goals and Objectives of Napa College

Napa College is a community bound together in a common endeavor. It seeks to provide a stimulating environment for the growth of people as individuals and as members of society. The student strives to develop a receptive mind and an inquiring attitude that he may discover the excitement of learning.

Goals of the College are as follows:

1) Improving the student's awareness, knowledge, and understanding of himself;
2) Improving the student's awareness, knowledge, and understanding of others;
3) Developing a keener appreciation of American institutions and our diverse artistic and cultural heritage.

To implement its goals, Napa College provides the following:

1) Guidance, counseling, and educational placement;
2) Preparation for transfer to other educational institutions;
3) Preparation for entry-level employment;
4) Upgrading and retraining of experienced employees;
5) Continuing education for personal fulfillment;
6) Community Services to groups within the district.

To achieve its goals and their implementation, the college accepts the following specific responsibilities:

1) Identifying the diverse educational needs found within the Napa Community College District;
2) Selecting those educational needs we are uniquely suited to serve;
3) Using more effectively human resources, equipment, facilities, and technologies;
4) Achieving our stated objectives with maximum educational gain and within the financial resources available.

1. Aims and Purposes

A. and B. Educational Philosophy and Specific Objectives

"Has the college formulated a statement of its educational philosophy, and its specific objectives? If so, please reproduce it at this point."

The governing board of the school district has summarized its concept of our college philosophy in the following statement: (College catalog 13-14)

> "Napa Junior College exists to serve the students in such a manner that there may be the maximum development in each individual towards intellectual maturity, towards economic, civic, and social competence, and towards high moral and ethical standards. The program shall be such that the student becomes increasingly effective as a citizen in a demanding, democratic society."

Accordingly, Napa Junior College:

serves the City of Napa and adjacent areas by exerting leadership in identifying itself with and providing for community services, and by offering education in accordance with the needs of its people;

determines and develops standards of college scholarship for both the faculty and student wherein a proper scholastic climate may be realized and maintained;

assists the individual to study and understand his own abilities, interests, and ambitions and to formulate plans for his future with increasing independence and self-confidence;

provides opportunities for students to prepare for transfer to a university or four-year college;

prepares students for vocational needs by providing technical knowledge, skills and experience required in the various occupational fields;

offers experiences in general education to all students that will help them to live more useful and satisfying lives as individuals, as family members, and as citizens.

1. and 2. "Describe the procedure which was used in developing the statement of educational philosophy, and specific objectives, including use made of such items as data about the community, knowledge concerning the kinds of students to be served, various groups which assisted in its development (staff, students, lay public, governing board, etc.), and such other items as may be thought pertinent."

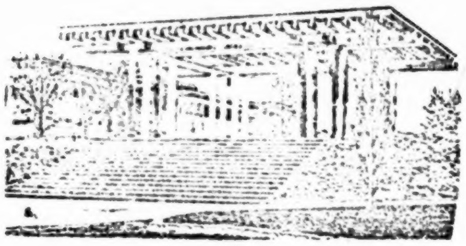
"Indicate the methods used to acquaint various groups with the educational philosophy of the college as formulated, and with the specific objectives of the college as formulated."

Originally the College Philosophy and Objectives were formulated by faculty action. A committee presented the matter by way of a questionnaire to the entire faculty. Valuable suggestions were made and the committee formulated the above statement which was once again presented to the faculty. This statement has continued to satisfy the faculty and there has been no attempt to change it. The faculty, however, is continually discussing more specific policy, procedure, methods within this philosophy and objectives, thus reminding and re-establishing these principles repeatedly in the minds of all.

3. "Indicate the existing plan for revision and evaluation of the statement of educational philosophy and of specific objectives."

   As conditions change at Napa Junior College, in the Napa Community, the state, and to a degree the nation, we may change our aims and objectives. The adoption of "The Master Plan" affected Napa; the Federal Government policy on re-training of people displaced by such things as automation will probably affect Napa; University and State Colleges requirements affect us. These things concern the curriculum in most cases, but may also concern our philosophy as well. The administrator working with the entire faculty will evaluate and revise, where necessary, our aims, purposes, and philosophy as conditions demand.

C. Use in Formulating Educational Program (next page)



NAPA COLLEGE

2277 Napa-Vallejo Highway, Napa, California 94558 *** Tel. 707 255-2100 *** Enterprise 13754

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APPENDIX B

NEEDS QUESTIONNAIRE

Sample pages only of eight used.

14 July 1969

Napa College is in the process of planning facilities for programs in physical education, athletics, physical development and fitness, health education, and recreation. We are at the point in this planning where we are deciding upon what should be included in these programs. We would appreciate your help so that the eventual programs and facilities will be most useful to the people of the college community.

This questionnaire is being given to a sample of the spring 1969 student body as well as to the faculty, staff, and administration. The total group is small. Therefore, every individual response is important. Whether you are still affiliated with the college or not, we would like to have your opinions. The more information we have the better our planning will be for you and others in the future.

A stamped, self-addressed envelope has been included for your convenience. Should you not want to participate in this, please return the unused questionnaire for our total count. A comment as to why you did not want to participate would be helpful. You will notice no attempt has been made to identify you personally. Therefore, please feel completely free to be as candid and honest as possible.

If you are no longer affiliated with the college and/or are not living in the area, please answer as you would have when you were here. Please check only one response for each question unless asked to do otherwise.

Thank you for taking these extra few minutes of your time.

D. Kutch

Denis Kutch

PHYSICAL EDUCATION PROGRAM

---

1. While at Napa College have you: (check those that apply)

A. Taken a P.E. course (or courses) as a requirement .... ______

B. Taken a P.E. course (or courses) voluntarily .... ______

C. Not taken a P.E. course .... ______

D. Participated as an athlete in an intercollegiate sport .... ______

E. Used some P.E. facility or equipment without being in a class or on a team .... ______

F. Other (please specify) .... ______

2. If you are (or were) a student at Napa College are you exempt from the state P.E. requirement?

Yes ______ No ______ Any Comment? ____________________

3. Unless a student is 21 or has a medical limitation, two units (four one-semester classes) are required for graduation with an A.A. degree. Should this requirement

A. Be eliminated .... ______

B. Be reduced to 1 unit (one year of classes) .... ______

C. Remain as it is .... ______

D. Other (please specify) ____________________ ______

4. If P.E. were not required would you as a student take such classes as electives?

Yes ______ No ______ Any Comment? ____________________

5. If you have taken college level P.E. courses (at Napa College or elsewhere) do you feel that they prepared you for staying "fit" after college?

Yes ______ No ______

If "no", why not? ____________________

____

RECREATION AND LEISURE ACTIVITIES

The following questions are concerned with how you actually spend your time when not sleeping, eating, working, or in class. Some of these are quiet, low physical exertion activities -- reading, cards, T-V, etc. Others may be quite active -- jogging, frisbee, bowling, football, etc. Don't worry about how you think the college will benefit from such information. We are considering programs that go far beyond what normally is thought of as P.E. Don't overlook other seasons.

1. Activities most important to you during breaks, between classes, or during lunch:

A. ____ ________

B. ____ ________

C. ____ ________

D. ____ ________

E. ____ ________

2. Activities most important to you before and after work or classes (not evenings):

A. ____ ________

B. ____ ________

C. ____ ________

D. ____ ________

E. ____ ________

F. ____ ________

3. Activities most important to you during the evening:

A. ____ ________

B. ____ ________

C. ____ ________

D. ____ ________

E. ____ ________

F. ____ ________

GENERAL INFORMATION

---

1. Age ______

2. Sex: Male ______ Female ______

3. City or town in which you live or to which you are closest while affiliated with Napa College:

A. Napa ..... ______

B. Vallejo .... ______

C. Yountville .. ______

D. Oakville ..... ______

E. Rutherford ..... ______

F. St. Helena .... ______

G. Angwin .... ______

H. Calistoga ... ______

I. Other ..... ______

4. Approximately how many hours per week were you gainfully employed during spring 1969?

A. None ..... ______

B. 1 - 9 ..... ______

C. 10 - 19 ...... ______

D. 20 - 29 ...... ______

E. 30 - 40 ...... ______

F. More than 40 .. ______

5. If you were gainfully employed during spring 1969 please indicate the general level of physical activity required of you in the job:

A. Light activity (equal to reading or babysitting sleeping children) .... ______

B. Light exercise (equal to typing, driving, or light housework) .... ______

C. Active exercise (equal to stocking shelves, spring housecleaning, or power mowing ... ______

D. Very active exercise (equal to digging, hand mowing, or moving furniture .... ______

E. Severe exercise (equal to logging, foundry labor, or hard construction labor .... ______

6. Are you primarily a housewife with one or more children at home?

Yes ______ No ______ Any Comment? ______________________________

7. Are you:

A. Married with children ...... ______

B. Married without children .... ______

C. Divorced with children ..... ______

D. Single or divorced without children .. ______

E. Engaged .... ______

F. Other .... ______

APPENDIX C

FACILITIES VISITED BY D-M GROUP

Date	Facility and Location	Contact
3 Sept. 1969	College of the Redwoods: Eureka, Calif.	Mr. Philip Sarboe Dir. of Physical Educ.
	Humboldt State College: Eureka	
5 Sept. 1969	Concord Swim Center: Concord	--
	Hayward State College: Hayward	Dr. W.G. Vandenburgh Executive Dean Dr. J.L. Comer Dir. of Athletics
	Chabot College: Hayward	Dr. Edward Hart
	Ohlone College: Fremont	Mr. James Duke
8 Sept. 1969	Cañada College: Redwood City	Mr. Gordon Gray Dir. of P.E.
	DeAnza College: Cupertino	Dr. A.R. De Hart President
	Monterey Peninsula College: Monterey	Miss Patricia Elliott Dir. of P.E.
12 Sept. 1969	Sonoma State College: Rohnert Park	Dr. G. E. Rudloff Chairman, Dept. of P.E.
	College of Marin: Kentfield	Mr. Harry Pieper Dir. of P.E.

COURSE PRIORITY RANKING FORM

Sample of two of eleven pages only.

TO: P. E. Complex Decision-Group

FROM: Denis Kutch 29 September

The following material is divided into these categories:

I. P. E. and Development Activities w/Recreational Education

II. Courses for P. E. Majors and Minors

III. Courses for Recreation Majors and Minors

IV. High Competence Activities

V. Community Recreational Use

Special instructions preceed a category when necessary. Generally you are to establish a value for EACH item listed. DO NOT SKIP ANY ITEM. Circle the appropriate number, using zero (0) as lowest and four (4) as highest.

The average value you collectively arrive at as a group essentially will determine when that item enters the program as well as its relative value. Some items may have a higher value in the future and even replace an initial offering -- e.g. Space-age Fitness vs. Physical Fitness. Don't be thrown by such a conflict. Give your subjective evaluation as part of a total view. This will give us a good picture of when to expect such changes and, more important, what facility flexibility to build-in.

I suggest that you review each list. Assign a tentative value in pencil. Add courses you feel we may have overlooked. Then finalize your values in pen. Look at each item individually. Relative importance will be determined by the group.

It is VERY IMPORTANT that I have ALL NINE sets back by Thursday afternoon, October 2nd, or Friday at 9:00 a.m. at the LATEST!

You may find it helpful to review the goals -- with the relative values we have. Implicitly assigned --, the list of participants, and both the rough and refined results of the Needs Questionnaire. There were sufficient differences between your views as a group and those expressed by others to warrant such a review.

I have added some items that seem to have been overlooked. Two such examples are "Independent Study" and "Group Special Study." These differ from "Self-Directed P. E." which at first may be part of an acitivity class.

Also there will be duplications. View each item in the context of the category under consideration when assigning the value.

Finally, within the first three categories I am also asking you to indicate how frequently each course should be offered. Enter one of the following numbers:

0 = course should never be given (This is even stronger than a zero in the value scale).

1 = offered once EVERY TWO YEARS

2 = offered once EVERY YEAR

3 = offered EVERY OTHER QUARTER

4 = offered for TWO out of THREE QUARTERS EVERY YEAR

6 = offered EVERY QUARTER

I. P. E. AND DEVELOPMENT ACTIVITIES with RECREATIONAL EDUCATION:

	Frequency	Value				
Adaptive P. E.	____	0	1	2	3	4
Archery: Basic	____	0	1	2	3	4
Archery: Advanced	____	0	1	2	3	4
Badminton: Basic	____	0	1	2	3	4
Badminton: Advanced	____	0	1	2	3	4
Boating (Incl. all types)	____	0	1	2	3	4
Bowling: Basic	____	0	1	2	3	4
Bowling: Advanced	____	0	1	2	3	4
Camping and Related Activities	____	0	1	2	3	4
Cardio-Resp. Conditioning w/ computerized Records Tied-in	____	0	1	2	3	4
Cycling	____	0	1	2	3	4
Dance: Basic	____	0	1	2	3	4

APPENDIX E

PRIORITY RANKING OF P.E., DEVELOPMENTAL, AND RECREATIONAL ACTIVITIES

SCORE	COURSE	FREQUENCY
35	Archery; basic	4 FS
35	Badminton; basic	5
34	Bowling;	5
34	Physical Fitness	5
34	Tennis; Basic	5
33	Golf; basic	4 FS
33	Gymnastics; basic	5
33	Swimming; basic	5
32	Handball	5
31	Dance; basic	5
30	Fencing; basic	5
30	Wrestling	2 F
29	Adaptive P.E.	5
28	Intramural and Recreational Activities	2 F W S
28	Oriental Combat; basic	5
27	Diving; SCUBA & Skin	3 Alt Qs
27	Team Sports; Men	5
27	Weight Training/Lifting	5
26	Archery; Advanced	4 F S
26	Badminton; Advanced	5
26	Swimming; Advanced	5
26	Team Sports; Co-ed	5
26	Team Sports; Women	5
26	Tennis; Advanced	4 F S
24	Bowling; Advanced	3 Or 5
24	Dance; Folk & Square	3 Alt Qs
24	Fencing; Advanced	2 W
24	Games & Relays	3 Alt Qs
24	Golf; Advanced	2 3 4 5
24	Gymnastics; Advanced	3 Alt Qs
24	Skiing; Water	2 S
23	Camping & Related Activs	2 S
23	Skiing; Snow	2 W
22	Water polo	2 W
21	Dance; Advanced	2 W
21	Diving; 1 & 3 Meter	2 S
20	Oriental Combat; Adv	3 Alt Qs
19	Independent Study	2 S
19	Swimming; Synch; Basic	2 W
18	Boating	2 S
18	Skating; Roller	2 F or W
18	Survival Training	2 Any Q
17	Cardio-Resp. Condit'n'g	0 1 2 4 5
17	Squash	4 F W
16	Cycling	2 F or S
16	Diving; Platform	2 W or S
15	Dance; Ballet	2 Any Q
15	Space-age Fittness	2 Any Q
14	Firearms	0 1 4
14	Group Special Study	2 S
13	Swimming; Synch; Adv.	2 S
10	Flying	
10	Horsemanship & Riding	
10	Rallies & Hi Perf. Driving	
10	Skating; Ice	
6	Ski-Flying	
5	Sky Diving	
4	Motercycle Riding	

PRIORITY RANKING OF HIGH COMPETENCE ACTIVITIES

SCORE	ACTIVITY
35	Basketball; Men
35	Football; Men
33	Baseball; Men
33	Cross Country; Men
33	Golf; Men
33	Tennis; Men
33	Track & Field; Men
32	Fencing; Co-ed
31	Gymnastics; Co-ed
31	Swimming / Diving; Men
31	Tennis; Women
31	Wrestling; Men
30	Basketball; Women
30	Swimming / Diving; Co-ed
29	Golf; Women
27	Field Hockey; Women
27	Swimming / Diving; Women
26	Soccer; Men
26	Track & Field; Women
26	Volleyball; Women
25	Volleyball; Men
24	Water Polo; Men
23	Softball; Women
23	Oriental Combatives
22	Volleyball; Co-ed
21	Water Skiing
21	Snow Skiing
18	Sailing
9	Auto Racing

PRIORITY RANKING OF COURSES FOR P.E. MAJORS AND MINORS

SCORE	COURSE	FREQUENCY
34	Intercoll. Team Spts Mn	
34	Introduction to P.E.	2 F
33	Safety & First Aid	
32	Health Education	
32	Intercoll. Team Spts WN	
31	Officiating	5?
30	Activs for Fitness and Leisure Time	2
28.5	P.E. Competencies	
	32 Aquatics	
	32 Life Saving WSI	
	31 Team Sports	
	29 Combatives	
	29 Gymnastics	
	29 Indiv. Sports	
	28 Dance	
	25 Games & Rhythms	
	22 Boating	
28	Techniques of Teaching in P.E. & Recreation	2
28	Work Experience in P.E.	5
25	Computer/T-V Teaching	
24	Care & Treatment of Athletic Injuries	2
20	Independent Study	2
20	Survival Safety & First Aid	
18	Mental, Social, and Physical Education	
16	Group Special Study	2
16	P.E. -- Past, present, and Future	2
16	Scientific Basis of P.E.	2
15	Space-age Activities and Fittness	

PRIORITY RANKING OF COURSES FOR RECREATION MAJORS AND MINORS

SCORE	COURSE	FREQUENCY
33	Life Saving & WSI	3 Alt Qs
32	Intro to Recreation	2 F
32	Safety and First Aid	
29	Work Experience in Rec	5
29	Organiz & Admin of Intramural Activities	2
29	Recreation Leadership and Techniques	2
26	Camp Counseling	2
26	Recreation for Sr Cits	2
24	Camping Education	2
21	Boating	2
20	Recreation -- Past, Present, and Future	2
19	Recreation Therapy	2
19	Social and Indust Rec	2
18	Independent Study	2
18	Group Special Study	1
17	Trailer Camping	1
15	Survival Safety & 1st aid	
14	Space-age Activities and Fitness	1

THIS HAS BEEN REVISED

SEE FOLLOWING SHEET

COURSES FOR RECREATION-MAJORS AND MINORS

Upon review it was felt that too many courses had been generated for this sub-program. Also, the areas of responsibility were too vague between courses. Therefore the following is more appropriate and is being used.

COURSE (IN ORDER)	FREQUENCY
Life Saving	4 F W
Water Safety Instr'n	2 S
Intro to Recreation	2 F
Safety and First Aid	
Work Experience in Recreation	5
Recreation Leadership	2 W
Camping Leadership	2 S
Boating	2
Recreation -- Past, Present, and Future	2
Recreation Therapy	2
Independent Study	2
Group Special Study	1
Survival Safety and First Aid	1
Space-age Activities and Fitness	1

PRIORITY RANKING OF COMMUNITY RECREATION USES

SCORE	USE
33	Badminton
33	Basketball
33	Tennis
32	Baseball
32	Softball
32	Swimming; Recreation
32	Swimming; Life Saving
32	Swimming; WSI
32	Volleyball
31	Archery
31	Oriental Combatives
31	Physical Fitness
30	Handball
30	Spectators
27	Dance
27	Swimming; Lessons
27	Swimming; SCUBA & Skin Groups
26	Gymnastics
26	Swimming; Club Teams
25	Fly Casting
25	Jogging
24	Fishing
24	Walking Trails
24	Weight Training / Lifting
23	Swimming; Aquatic Shows
22	Boating
22	Exhibitions
21	Trampoline
19	Camping Education
19	Cardio-Resp Conditioning
18	Cycling
16	Adaptive P.E.
16	Water Skiing
15	Roller Skating
14	Squash
12	Football

APPENDIX F

COURSE DESCRIPTION QUESTIONNAIRE

COURSE: ______________________________

1. Describe briefly, yet specifically and completely, WHAT this course is -- WHAT is done in it. Indicate one or two specific publications the architects should read so that they will know exactly what goes on. Concern yourself with the description and special features for the course at Napa College.

2. Considering WHO is served by this course, indicate:
   a. Desirable enrollment per section:
      Maximum no. of students ____
      Optimum no. of students ____
      Minimum no. of students ____
   b. Section composition types:
      Co-ed ____
      Men only ____
      Women only ____
      (check one or more as they apply.)

3. List any PREREQUISITES for admission to this course (e.g., age, previous courses, health level, majors only, etc.):

4. HOW or IN WHAT WAYS can it be taught? Check one or more.
   a. Lecture ____
   b. Lecture and discussion ____
   c. Lecture and demonstration ____
   d. Team teaching ____
   e. Seminars ____
   f. Tutorials ____
   g. Student performance and criticism/help ____
   h. Other (describe) ____

____

____

5. What TEACHING AIDS can you see being used in this course? Check one or more.

a. T-V video tapes of experts ____
b. T-V video tapes of selves ____
c. Phonograph records ____
d. Tapes (voice or music) ____
e. Charts/diagrams ____
f. Computer ____
g. Movies ____
h. Other (describe) ____

____

____

Circle the letter of those used in the primary room or space of the course.

6. List the EQUIPMENT the College should provide for the teaching of this course. List and mark each item using:

E = Essential
D1 = Highly Desirable
D2 = Moderately Desirable
D3 = Slightly Desirable

Also list how many of each item are needed. Some standard items are listed to get you started.

ITEM	NECESSITY LEVEL	NO. REQUIRED
Chalkboard: Portable	____	____
Chalkboard: Wall mounted	____	____
Tackboard	____	____
Clock	____	____
Chairs with writing arms	____	____
Chairs and tables for students	____	____
Chairs	____	____
Benches	____	____
Movie screen: Built-in	____	____
Inner room for paging	____	____
Outlet for future computer	____	____
Instructor's desk & chair	____	____
Lecturn: Desk top type	____	____
Lecturn: Free-standing type	____	____

(Continue on next sheet)

6. (continued)

____ ______ ______

____ ______ ______

____ ______ ______

____ ______ ______

____ ______ ______

(Continue on back of sheet)

7. What equipment must the student provide?

8. Must a student change into special clothing for this course? No_____ . Yes_____,
describe and indicate who is to provide -- student or college.

9. Will the student need to shower after this course activity?

Yes______. No______. Instructor? Yes______ .No______.

In the following questions MINOR equipment means things such as bows & arrows, balls, bats, etc., which are easy to move or carry and usually are for use by the individual in this course. MAJOR refers to larger and harder to move things such as mats, weights, standards and nets, trampolines, etc.

10. Should MINOR equipment be issued and checked in by:
______ Instructor
______ Attendant
______ Other (specify)____

11. Should MAJOR equipment be set-up and taken down by:
______ Instructor and student help
______ Attendant and help
______ Left up most of the time
______ Other (specify)____

12. Equipment should be stored in:

LOCATION	MINOR	MAJOR
Central equipment room	______	______
Team equipment room	______	______
Activity room or space	______	______
Lockable	Y____, N____	Y____, N____

(Continue on next sheet)

12. (Continued)

LOCATION	MINOR	MAJOR
Activity room or space in a cabinet	______	______
Lockable	Y____, N____	Y____, N____
Storage room adjacent to activity room or space	______	______
Issued to student for the quarter and in his locker	______	______
Other (specify)______________________	______	______
______________________________	______	______
______________________________	______	______

13. If this course is such that the community will use both equipment and facilities, and assuming that MAJOR equipment is provided by the College; should MINOR equipment be:

______ Provided by College with replacement by the Rec. Comm.
______ Provided by Rec. Comm. with storage at the College.
______ Provided by Rec. Comm. with storage elsewhere.
______ Other (specify)______________________________

14. Briefly describe WHERE this course is to be held -- e.g. on campus, off, or some of both; inside, outside, or some of both; classroom, activity room, field, or some combination.

15. Whether inside, outside, or both describe SPECIAL PROTECTION needed for such as sun, wind, fog, rain, flooding, heat, cold, safety, sound or noise, vision by others, glare, etc. Again use backside of sheet if necessary. It would be helpful to also describe the degree of protection needed.

16. Please indicate any special requirements for MOBILITY or FLEXIBILITY of equipment or facilities.

17. List any special qualities or characteristics of softness, bounce, friction, durability, etc., the FLOOR or PLAYING SURFACE, WALLS, and CEILING should or should not have.

18. Please list any specific MATERIALS you would consider for the following:

INSIDE	FLOOR	WALLS	CEILING
1st choice			
2nd choice			
3rd choice			
Unacceptable			

OUTSIDE	PLAYING SURFACE	WALLS/FENCES
1st choice		
2nd choice		
3rd choice		
Unacceptable		

19. Indicate particular qualities or conditions of LIGHTING (inside and/or outside) to be provided or avoided for this course.

20. Indicate particular qualities or conditions of AIR CONDITIONING (ventilation, heating, cooling, filtration, humidification, and dehumidification) to be provided or avoided for this course.

21. Please describe any built-in items or equipment not previously described) that should be recessed, attached, protected, etc., in or to the floor, wall, or ceiling surfaces (e.g., lights in handball, mirrors in dance, etc.)

22. A copy of Dept. of Educ. Bulletin No. 71 has been attached for your review. Don Macky will use this as well as the material we provide. Please check pages 3-15 for material relating to this course. Indicate any additions, changes, and/or deletions you feel to be necessary. Please note in particular the dimensions, number of courts, etc.

APPENDIX G

CALCULATIONS FOR LOCKER, SHOWER, AND RELATED TOILET AREA NEEDS

LOCKERS:

Target TDGS 1976-7	2947
Portion needing lockers @ 75%	2210
Non-Departmental faculty lockers: Men	10
Women	6
Remaining for student assignment	2184
Located in flexible locker space (#33)	100
Remaining for segregated locker areas	2084
Lockers for men @ 60%	1250
Lockers for women @ 40%	834
Total lockers for men	1250
Wire cage lockers in Hi Comp (#27)	50
Sub-total	1200
Full-height lockers in Hi Comp (#27)	30
Lockers in main room (space #24)	1170
Number of stacks @ 3 high	390
Total lockers for women	834
Full-height lockers for Hi Comp	51
Lockers for general use	783
Number of stacks @ 3 high	261

SHOWERS:

Area	Men	Women	Flexible
Total lockers	1250	834	100
Peak load period count	208	139	50
Showering at one time (.30 of men's peak; .40 of women)	62	56	20
Shy showers	0	6	0
Total general shower head count	62	50	20
Number of shower towers (6 heads per tower for men) (5 heads per tower for women)	10	10	4

TOILETS:

WC = water closet
LAV = lavatory
UR = urinal

Fixture basis: MEN:

	WC	LAV	UR
Initial fixture to people ratio	2:30	2:30	2:30
Additional fixture to people ratio	1:30	1:20	1:20

Fixture basis: Women

Initial ratio	4:30	2:30	0
Additional ratio	1:15	1:20	0

Area		Men	Women	Flexible
Peak load period count		208	139	50
Showering at one time		62	56	20
Fixture count necessary:	WC	3	6	3
	LAV	4	3	3
	UR	4	0	2 *

*Based upon balance between male or female use.